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ABSTRACT

INCOLSA, Indiana's statewide library and information network was established in 1995 as the result of a voluntary merger of the state's 10 autonomous, mulitype library services agencies. An evaluation was conducted centered on services appearing under three major goals listed in the 1994 plan: (1) statewide information access and delivery; (2) resource development; and (3) network development. E-mail and mail surveys were used to measure member satisfaction with and perceptions of the importance of the services. Focus group data, existing network statistics and regional field reports also entered into the analyses. As a group, respondents tended to agree that INCOLSA provides those services listed under the Information Access and Delivery Goal relating to interlibrary loan, statewide borrowing, expansion of Internet access, Internet and telecommunications training, and OCLC FirstSearch services. With respect to services included under the second goal, Resource Development, most of the respondents agreed that INCOLSA provides an adequate calendar of continuing education, advanced technical training opportunities, adequate consulting services for resource sharing, increased incentives to participate in state database development, and opportunities for cooperative purchasing. A majority of respondents agreed with only two statements relating to Goal 3, Network Development, indicating that they felt that INCOLSA is providing services related to the establishment of partnerships and alliances, and keeping the membership informed of state information policies. The report contains numerous suggestions and recommendations based on the study's findings. Appendices contain the questionnaire, focus group instructions and questions, written comments from the surveys, and data from other reports. (AEF)

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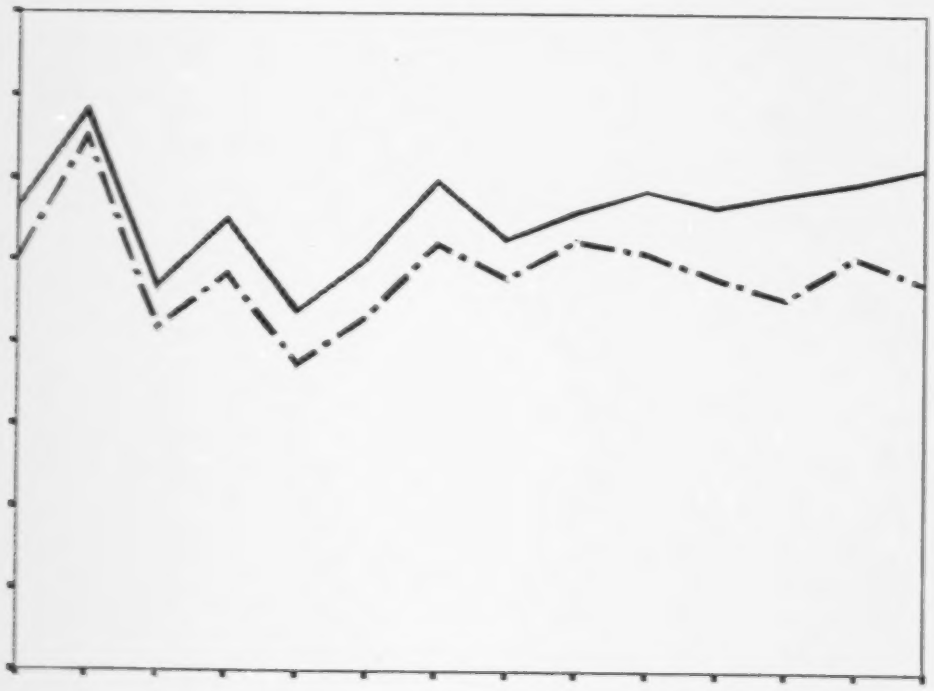
Evaluation of INCOLSA:

Indiana's Statewide Library and Information Network



June 1998

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EVALUATION OF INCOLSA: INDIANA'S STATEWIDE LIBRARY AND INFORMATION NETWORK

Final Report Prepared For:

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EXECUTIVE SUMMARY

INCOLSA, Indiana's statewide library and information network, was established in 1995 as the result of a voluntary merger of the state's ten autonomous, multitype library services agencies. An evaluation of the first thirty months of operation under the new network structure was conducted from January through May, 1998. The purpose of the evaluation was to identify those service objectives, established in the 1994 reorganization plan, that have either been met or have assumed a lesser importance to the membership; to recommend those that should be retained as on-going priorities; and to suggest target areas for future direction and actions.

The evaluation centered on services appearing under three major goals listed in the 1994 plan: (1) statewide information access and delivery; (2) resource development; and (3) network development. Email and U.S. mail surveys were used to measure member satisfaction with and perceptions of the importance of the services. Focus group data, existing network statistics and regional field reports also entered into the analyses. Reports of several prior assessments of Indiana's networking activities, and the print and online literature on library and information networking initiatives in other states, provided a broader context for the evaluation.

Survey Response Rate

The total population of 744 INCOLSA member libraries was surveyed by email and U.S. mail. Two hundred thirty-eight libraries (32 %) responded. Although the response rate was lower than hoped for, the distribution of responses by region appears to corresponded closely enough to the way the total population is distributed among the regions (as indicated below) to consider the respondents as representative of the membership on this characteristic. This is generally true of the distribution by type of library as well, although academic and public libraries are slightly over-represented while school and special libraries are somewhat under-represented.

	Total Population		Survey Respondents	
Region	**Number**	**(%)**	**Number**	**(%)**
Central	154	(21 %)	44	(18 %)
Northeast	180	(24 %)	61	(26 %)
Northwest	131	(18 %)	43	(18 %)
Southeast	166	(22 %)	51	(21 %)
Southwest	113	(15 %)	39	(16 %)
Totals	744	(100 %)	238	(99 %)
Type of Library	**Number**	**(%)**	**Number**	**(%)**
Academic	84	(11 %)	35	(15 %)
Public	232	(31 %)	92	(38 %)
School	301	(41 %)	86	(36 %)
Special	127	(17 %)	25	(11 %)
Totals	744	(100 %)	238	(100 %)

Survey Findings

The survey (see Questionnaire, Appendix A) contained 38 statements representing the three broad goals and major associated subgoals as listed in the 1994 planning document. For each statement, respondents were asked to indicate their level of agreement that INCOLSA provides the particular service. (Response options were: 5 = strongly agree, 4 = agree, 3 = no opinion, 2 = disagree, 1 = strongly disagree.) In addition, respondents were to indicate the degree of importance that they attached to INCOLSA's provision of each of the services. (Options were: 5 = extremely important, 4 = important, 3 = no opinion, 2 = unimportant, 1 = extremely unimportant.)

As a group, respondents tended to agree that INCOLSA provides those services listed under the Information Access and Delivery Goal relating to interlibrary loan, statewide borrowing, expansion of Internet access, Internet and telecommunications training, and OCLC First Search services. They professed to have no opinion about the provision of an additional group of Goal 1 services (dealing with the redesign/improvement of reference service and assistance, expansion of technical support for Internet access, training in the use of network services, adequate distance learning opportunities, and incentives for electronic document delivery).

With respect to services included under the second goal, Resource Development, most of the respondents agreed that INCOLSA provides: an adequate calendar of continuing education, advanced technical training opportunities, adequate consulting services for resource sharing, increased incentives to participate in state database development, and opportunities for cooperative purchasing. They expressed no opinion about a number of other services associated with the Resource Development goal: access to continuing distance education, adequate consulting services in the use of network programs and the use of new technologies, help in maintaining currency and accuracy of electronic information, help in facilitating the conversion to MARC records for inclusion in OCLC, surveys to determine new products and services for cooperative purchasing, and the provision of training for a leadership role in community freenet development.

A majority of respondents agreed with only two statements relating to Goal 3, Network Development, indicating that they felt that INCOLSA is providing services related to the establishment of partnerships and alliances, and keeping the membership informed of state information policies. They had no opinion on four other statements concerning INCOLSA's role in educating key policy makers about the benefits of strong libraries, keeping members informed of national information policies, involving members in evaluation of new technologies, and educating the public about the benefits of strong libraries.

Interestingly, there were no statements that the majority of respondents expressed "strong" agreement with, and there was only one statement that the majority disagreed with: that INCOLSA has investigated the potential for a standard patron record. The majority also tended to have "no opinion" of the importance of this service, suggesting that this may not be an area that INCOLSA need concern itself with in the future.

Respondent perceptions of the importance of the service identified in each of the survey statements was compared with their level of agreement that INCOLSA is providing the service. For the most part, there does not appear to be much of a gap between the two. For example, responses to statements concerning quality and timely, cost-effective delivery of interlibrary loan materials and the provision of a statewide borrowing program indicated

that the majority agreed that INCOLSA is providing the services and at the same time viewed them as "extremely important."

- INCOLSA maintains quality ILL services
- INCOLSA promotes cost-efficient delivery of ILL materials
- INCOLSA provides timely delivery of ILL materials
- INCOLSA provides a statewide borrowing program

The following statements are among those with which respondents expressed agreement, along with the opinion that the service is "important" to their libraries.

- INCOLSA provides an adequate calendar of continuing education and training programs
- INCOLSA provides advanced technical training opportunities
- INCOLSA manages and evaluates appropriate cooperative contracting and procurement opportunities
- INCOLSA establishes partnerships and alliances which benefit your local library
- INCOLSA has sought adequate funding to expand access for your library
- INCOLSA provides training programs in the introduction of basic telecommunications and Internet access for your staff
- INCOLSA keeps you informed of the development of state information policies
- INCOLSA provides adequate consulting services to facilitate your library's participation in resource sharing
- INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library
- INCOLSA has maintained and increased programs and incentives which enable your library to participate in statewide database development
- INCOLSA has promoted public awareness of the wide array of information services available through its network
- INCOLSA encourages and assists you in provision of the training, orientation, and education necessary to adequately utilize the Network's services

Respondents tended to have no opinion about whether the following statements reflect services being provided by INCOLSA, and they correspondingly had no opinion of the importance of the service:

- INCOLSA services help to facilitate the conversion of your library records in MARC format onto OCLC.
- INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
- INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
- INCOLSA provides training and assistance which enables your library to take a lead role in establishing a community freenet.

Development of local community networks is one of the initiatives of ACCESS INDIANA, which was established in 1994 for the purpose of developing a statewide commercial information infrastructure. As a consequence of ACCESS INDIANA's provision of grants for communities to develop freenets, both the local library and INCOLSA appear to have been released from taking any leadership role in such activities.

Although not extreme, there are some gaps between the respondents' opinions that INCOLSA is providing a particular service and their perceptions of the importance of the service to their libraries. These gaps tend to be found among the statements relating to the Network Development goal. As mentioned above, most of these items received a "no opinion" response concerning provision of the service, but were nonetheless viewed as

"important." They may be generally characterized as pertaining to state and national level information planning and policy initiatives, as opposed to more tangible network services that tend to have a direct effect on the local library's ability to better serve it users. Although member libraries recognize the importance of involvement in information policy development, they do not appear to be concerned about whether INCOLSA or some other agency maintains that role.

When responses were grouped according to types of libraries, sizes of libraries, and geographic regions, findings were generally similar to the results obtained from the overall, uncategorized data. However, a few trends did emerge from the grouped data. For example:

- Where perceptions differed among types of libraries, academic and special librarians often appeared to share one viewpoint, while public and school librarians took an alternative view. Examples include the statements "INCOLSA has sought funding to expand Internet access for your library" and "INCOLSA provides incentives for delivery of electronic documents to other libraries from your library." School and public libraries tended to agree with both statements, while special and academic libraries tended more toward disagreement.

- Perceptions among academic libraries tended to differ more dramatically when grouped according to size, than did perceptions among public and school libraries of different sizes.

- Public libraries tended to not agree as strongly as other types of libraries that INCOLSA has maintained and expanded support for their library's use of the Internet.

- Libraries from the southeast region of Indiana tend to feel orientation, education and training are not provided adequately while libraries in northern Indiana agreed that encouragement and assistance is provided.

Participant Comments

Comments provided by respondents to the membership survey and the key individuals survey, as well as discussions among participants in the focus groups generally tended to support the survey's quantitative findings. These comments were sources of additional insight, particularly in those instances where they may be interpreted as representing a minority viewpoint among libraries of a specific type, or be interpreted as reflecting a perception shared by libraries in the same region, etc.

Respondents to the survey were asked to give their suggestions as to what INCOLSA's service and program agenda for the future should include. For the most part they tended to request that INCOLSA continue to provide and improve existing services. For example,

- 21 respondents felt that the continuance and further development of INSPIRE should be considered a top priority;
- 20 respondents mentioned the importance of continuing education and workshops;
- 17 asked that emphasis be placed on continued development of resource sharing and interlibrary loan initiatives and that the Wheels delivery system be continued;
- 14 asked for additional technical support or guidance; and
- 12 mentioned OCLC services as a continuing priority.

The two most recently implemented projects, INSPIRE and Wheels, were mentioned most often in the survey comments and in the focus group meetings as obvious examples of highly successful INCOLSA initiatives.

Members of the Indiana State Library Advisory Council (ISLAC) who participated in a focus group session provided their views on the current relevancy of some of the goals and objectives listed in the original Interim Group reorganization plan; addressed problems inherent in statewide cooperative, multitype library networking; and offered suggestions concerning future directions for INCOLSA. Major themes that emerged from the ISLAC focus group concerned the need to:

- maintain an open and cooperative planning process;
- sustain INCOLSA's position on the cutting edge of technology by continually updating the technological expertise and training of network staff;
- explore additional methods to communicate with member libraries; and
- retain resource sharing, continuing education, and Internet access as top priority services.

Key players in statewide networking who were surveyed via email also provided their suggestions about future directions. One participant emphasized that "Staff development and support of technology for libraries must continue to be addressed. We have made some efforts in this regard, but I believe more needs to be done. I also believe it is very important for the types of library councils, the regional councils and the Member Advisory Council to continue to define their roles and to become strong entities within INCOLSA if we are to reach our full potential as a multitype library network."

Additional areas that were recommended for emphasis over the next several years were the development of strategic partnerships, the improvement of communication between INCOLSA and its members, and the promotion of public awareness of INCOLSA beyond the library community.

Recommendations

The report contains numerous suggestions and recommendations based on the study's findings. Only a few are noted here. They concern reference, interlibrary loan, and resource sharing, continuing library education, communication with members, and Internet related services.

Although the number of requests has declined, there has been no substantial change in the proportion of interlibrary loan and reference referrals filled by local regions, outside of the region, or outside of the state. While INCOLSA should strive to maintain its established high fill rate, the Network should also concentrate on more specialized aspects of resource sharing:

- shift some resources to greater support of specialized training in local use of Internet reference skills, train local librarians in methods to measure patron and nonpatron information needs, educate more librarians in the process for profiling collection content, and promote an increase in local cooperative collection development among various types of libraries and among schools within the same county.

- increase efforts statewide to deal with highly specialized interlibrary loan needs and determine such through systematic user analysis, collection analysis, and a clear plan for promotion of and support for specialized reference information centers; INCOLSA should lead in training member librarians, documenting analysis procedures, and evaluating efforts in this area.
- INCOLSA should continue to investigate the advantages and disadvantages of establishing "centers for reference excellence." Medicine, law and engineering are mentioned as typical areas of concentration and it may be that several other specializations should also be targeted such as genealogy, youth services, social services, and literacy.
- Clear purpose and objectives should be drafted for such centers with active players coming from the ranks of all types of libraries. Currently, without such planning, it is likely that larger libraries will resist such centers and view the centers as one more device for small libraries to feed on their resources without their receiving adequate compensation.
- The potential for such centers is high, but clear levels of responsibility must be defined. If INCOLSA is successful in creation of "centers for reference excellence" such will serve as a national model, perhaps leading to a network of specialized expertise clusters connected electronically across the country.

Over the past two years, INCOLSA has established distance education reception sites across Indiana. Several training programs, current issue conferences, and member meetings now utilize this modern system for two-way, interactive audio and visual delivery. The structure is in place to expand the use of such technologies for the purposes of training and communication, and INCOLSA should increase its efforts in more frequent and more sophisticated uses.

- Distance education should not be approached as a system which expands the already overused and overemphasized flow of information from Indianapolis to the rest of the state. Distance education should be approached as a statewide learning resource sharing network and INCOLSA should capitalize on the noncentralized delivery potential of modern interactive television.
- While the coordination of scheduling and promotion may be best handled on a centralized basis, presentation and expertise should be a shared statewide and regionally initiated effort.

INCOLSA should continue current efforts to expand orientation and training information through its Web Site and coordinate efforts for increasing member awareness of services through more presentations at state conferences with such organizations as the Indiana Library Federation, the Association of Indiana Media Educators, the Indiana Computer Educators, and other special library organizations.

INCOLSA now provides an extensive listing of training opportunities on its Web Site along with links to conferences, seminars and workshops across the nation. As more members gain access to the Web, this electronic bulletin board will be useful in providing advanced notice. However, individual members will need to do their part in consulting the Web postings on a regular basis and INCOLSA will need to continue to promote its workshop services through other communication modes as well.

It is the opinion of the evaluators that INCOLSA provides an extensive, high quality, relevant, and inexpensive series of training opportunities. Many workshops are under the $40 level, much less expensive than training available in other professions and certainly less expensive than workshop sessions offered for academic credit at such institutions as Indiana University.

INCOLSA should increase efforts for the provision of continuing education and training in the following ways:

- coordinate the INCOLSA training calendar with other institutions so that there is a consolidated catalog, print and electronic, which provides advanced listing of opportunities provided by the Indiana Department of Education's Division of Learning Resources, the Indiana Library Federation, all state universities, regional educational training and resource centers and others which may provide training for staff and education for professionals within the state or adjacent states
- the Executive Board should revisit and consider the recommendations provided in the Williams study concerning continuing education in the 1990's; extensive time and effort should be given to this issue
- INCOLSA should capitalize on the expertise of members outside of the Indianapolis area to provide quality local training and education and increase the proportion of sessions offered regionally from the current 28% to 40 %; consider development of a cadre of trainers similar to the summer training schedule which has been recently provided by the Indiana Department of Education and the Division of Learning Resources
- increase the proportion of training offered over distance education from the current 3% to 15%
- expand workshop offerings to reflect the requests and future directions expressed in the field liaison reports, and other areas in need of professional development: technology and budget planning, development and expansion of local area networks, grant writing, collection evaluation and profiling, new facility design and facility renovation, automation upgrade methods and procedures, long range planning and performance measures

Some seven percent of the Indiana population is not served by a local public library. Development of virtual library systems will help to provide new information connectivity to the "unserved" portion of the state, however literacy programs, reference and reading guidance, and other standard public library services may remain unavailable even as access to the Internet expands.

- INCOLSA should not ignore these more customary library services, but should coordinate efforts with the State Library and the Indiana Library Federation to address the information resource and service needs of those currently not served by any of the 238 Indiana public libraries

In the shift from the ALSA structure to the more centralized INCOLSA structure, there may not be a clear understanding as to the duties and responsibilities of those who represent INCOLSA in the regional field offices.

- More encouragement and responsibility should be given to the Members Advisory Council (MAC) to move forward with increased efforts for better public relations between INCOLSA's central office and the regions of the state.
- The Indianapolis office should take constructive steps to be more open and responsive to the communication provided by the field liaison staff and such communications between and among all stations should be frequent. Member institutions want to be assured that their concerns are being heard.
- Efforts should continue to increase and improve the skills of the field liaison staff in gathering and analyzing member communication.
- Techniques in conducting focus groups and interviews should continue to be practiced and improved.
- Clear and specific job descriptions should be written for all field liaison staff and INCOLSA staff so that there may be a greater understanding of responsibilities.

The current field liaisons seem to have the experience and knowledge to have a great deal of input in the revision and/or development of these new job descriptions and field measures.

- Field liaisons should be given a key role in helping INCOLSA move beyond attempting to meet the "demands of member libraries" to gaining a greater understanding of the information needs of all Indiana citizens, served and not served, by libraries across the state.

It is also recommended that INCOLSA incorporate the following actions into its future planning:

- the development and implementation of a set of quantitative and qualitative methods to measure and analyze Network services, member library perceptions, and user / nonuser needs;
- an explicit definition of the goals and responsibilities of INCOLSA in relation to those of the Indiana State Library so that the different, yet interrelated roles of the two agencies with respect to improving statewide library and information service may be more clearly communicated to the Indiana library community;
- a constant monitoring of the changes, challenges, and opportunities occurring in the areas of resource sharing, interlibrary loan, document delivery, and information access in this electronic information age; future services may relate more to information use than to information access and INCOLSA must keep on track and on the cutting edge of technology driven change.

From all indications the voluntary reorganization plan that established INCOLSA provided a solid, viable basis on which to continue building and strengthening Indiana's statewide library and information network. Or, as one study participant noted, "The statewide merger was clearly the right choice, and even though the transition was a little rocky, I believe member support and trust are slowly returning and INCOLSA is on a nice upward trend. May it continue indefinitely!"

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INTRODUCTION

BACKGROUND

Indiana's statewide library and information network was formed in 1995 through the voluntary merger of the state's nine regional Area Library Services Authorities (ALSAs) and the Indiana Cooperative Library Services Authority (INCOLSA). Until that time, each ALSA served all types of member libraries in multicounty regions of the state. INCOLSA provided support for automation of library and information services and served as the OCLC broker for the state.

These ten multitype library cooperatives, each with its own independent governing board, had been established as a result of the passage of the Library Services Authority Act by the Indiana Legislature in 1967. Since the 1970s, along with the Indiana State Library, they had provided library network support and resource sharing to libraries of all types throughout the state.

Cuts in state and federal library funding during the 1980s, and a state legislative sunset review in 1989 that called for less duplication of services and more coordination of automation activities, led the Indiana Library and Historical Board (ILHB) to commission a study of network services and how they might be structured more effectively[1]. When the report of the study[2] was presented to the Indiana Library and Historical Board in February 1993, the Board agreed to delay action on the report in order to allow the library community time to study and respond to it.

Calling themselves the Interim Group, representatives from the Indiana State Library, the executive directors of all nine ALSAs and INCOLSA began meeting to develop a coordinated response to the report, which had recommended that the ten Library Services Authorities be reorganized as a single networking entity within the Indiana State Library.

Between May 1993 and August 1994, the Interim Group, with the aid of a professional strategic planning facilitator, developed a planning process for network restructuring, held numerous meetings and working sessions, made status reports to the ILHB, drafted structure, governance and transition concepts, garnered reaction and feedback from over 550 members of the library community, and in September 1994, forwarded its final report to the Indiana Library and Historical Board[3].

The ILHB unanimously adopted the report as the network component of the Indiana State Library's long range plan. In December 1994, after a number of meetings throughout the state to discuss and debate the plan, the boards of each of the nine ALSAs and INCOLSA (each composed by law of representatives of every member library) voted on the plan. Only 10 out of the 780 votes cast were negative or abstentions.[4]

The introduction to the Interim Group's report states that the voluntary restructuring plan represented a new vision and a response to the need for change, the signs of which had been becoming more apparent. "For one thing, it has become increasingly challenging for the ALSAs to keep their programs relevant to many large libraries – and for INCOLSA

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[1] Interim Group, *Toward the Integration of Indiana's Statewide Library and Information Network: A Final Report and Plan Submitted to the Indiana Library and Historical Board* (Sept. 1994), p.35.

[2] Florence Mason and Associates, *A Plan for Indiana Statewide Excellence in Library Services: Final Report and Appendices* (Dec. 31, 1992).

[3] Interim Group, p. 35.

[4] Ellen G. Miller and C. Ray Ewick. "Restructuring for the Information Highway: Indiana's Strategic Changes." *Library Administration & Management*, Spring 1996, p. 91.

to keep its programs relevant to many small libraries – given the scarcity of state funds and the resulting budget constraints.... For another, it has been more and more difficult in this period of stringent state funding to defend a networking structure which appears to legislators to be competitive, duplicative and complex."[5]

The decision by the ten Library Services Authorities to put aside control, turf and autonomy issues, past differences, current fears and distrust, and to work together to develop a new structure and vision for library networking in Indiana is described in a 1996 paper authored by the Interim Group facilitator and the Indiana State Librarian[6]. Suffice it to say here that the voluntary restructuring plan that resulted in a "New Network" (which retains the name INCOLSA) represents an historic, against-all-odds accomplishment, given the differences in vision and goals among types, sizes, and geographic locations of Indiana's libraries; differences that had fostered years of mistrust, misunderstandings, and other perceptual barriers to effective cooperation.

INCOLSA EVALUATION PROJECT

This report presents an initial evaluation of the INCOLSA library and information network which became a legal entity on July 1, 1995, through the merger and restructuring of Indiana's ten Library Services Authorities. As part of the original plan, the Interim Group had recommended that the new network be independently evaluated after the first two years of operation. Daniel Callison and Verna Pungitore of Indiana University's School of Library and Information Science were retained by INCOLSA as consultants and conducted the evaluation from January through May 1998.

The purpose of the evaluation was to identify those objectives established in the 1994 network plan that have been achieved; to recommend those that should be retained as on-going priorities; and to suggest target areas for future directions and action.

In connection with a study of the evaluation of federally funded library programs, Van House[7] identifies at least four models that can be applied to the evaluation process:

- the goal model that defines an effective program as one that meets its established goals and objectives;
- the natural systems model that also examines a program's health and its ability to function and maintain itself;
- the system resource model that emphasizes the program's relationship with those in its environment who control the resources, with an effective program being defined as one that is able to acquire from its environment the resources it needs to survive;
- the multiple constituencies or participant satisfaction model that is concerned with the extent to which the program meets the diverse, possibly conflicting, demands of its strategic constituencies.

Formative evaluations of a statewide multitype library and information network are probably best accomplished by utilizing a combination of these models. To the extent possible, within time and other constraints, we attempted to incorporate into our evaluation criteria a consideration of the goals and objectives established for INCOLSA in the 1994

[5] Interim Group, p. 1.

[6] Miller and Ewick.

[7] Van House, Nancy A. "Output Measures and the Evaluation Process" in Turock, Betty. *Evaluating Federally Funded Public Library Programs* Washington, D.C.: GPO, 1990, p. 5.

New Network plan, the pattern of legislative funding and state library commitment to cooperative networking, expressions of member library satisfaction with network services, and the general health of the organization.

Evaluation Objectives

The following objectives were established for the evaluation:

- to collect data measuring satisfaction with delivery of the plan's stated objectives;
- to collect data measuring perceptions of the importance of the plan's stated objectives;
- to collect opinion data on priority needs for future network development;
- to examine existing network service statistics;
- to review statewide library networks in selected states for elements of potential relevance to Indiana.

EVALUATION METHODOLOGY

The primary evaluation method was a satisfaction and perception survey of all INCOLSA member libraries. Electronic as well as U.S. mail was used to distribute the questionnaire. Several other data collection methods were also employed:

- Member library focus group meetings were held in four INCOLSA geographic regions throughout the state;
- A focus group meeting was held with members of the Indiana State Library Advisory Council;
- Email comments were solicited from a group of key individuals selected for their long association with networking in the state;
- An examination of network usage statistics and other existing network documents was conducted;
- A four-member panel was convened by INCOLSA to provide initial reactions to a preliminary progress report of the evaluation;
- A review was conducted of the print and online literature describing both Indiana's library and information network and the network plans developed by other states.

MEMBERSHIP SURVEY

Each of INCOLSA's 744 member institutions received either an email or (if email was not an option) a U.S. mail questionnaire. (See Appendix A.) The questionnaire consisted of thirty-eight statements, each relating to an INCOLSA service as identified in the 1994 Interim Group network plan. Statements were phrased as: "INCOLSA provides [a particular service]," or "INCOLSA [carries out a particular function or activity]."

For each statement, respondents were asked to indicate [a] the extent to which they agreed with the statement and (b) their opinion of the importance of the service to their libraries. Response options for [a] were: strongly agree, agree, no opinion, strongly disagree, disagree, or do not know/does not apply. Options for (b) were: extremely

important, important, no opinion, unimportant, extremely unimportant, or do not know/does not apply.

Response Rate

Two hundred thirty-eight libraries (32 %) responded to the survey. The highest percentage of responses came from academic libraries (42 %) and public libraries (40 %). Response rates for school and special libraries were 29 % and 20 % respectively. Response rates were distributed across regions fairly evenly. Forty-three (33 %) of the 131 libraries located in the northwest responded to the survey, with similar response rates for each of the other regions: southwest (39 libraries, 35 %), central (44 libraries, 29 %), northeast (61 libraries, 34 %), and southeast (51 libraries, 31 %). Table 1 presents a cross tabulation of this regional data by type of library data.

Table 1. Cross Tabulation of Survey Respondents by Region and Type of Library

	Type of Library				
Region	academic	public	school	special	**Total**
Northwest					
No. of Respondents	8	22	12	1	43
Total No. of Libraries	14	52	55	10	131
Response Rate	57.1 %	43.3 %	21.9 %	10.0 %	32.8 %
Southwest					
No. of Respondents	7	18	11	3	39
Total No. of Libraries	16	39	46	12	113
Response Rate	43.8 %	46.2 %	23.9 %	25.0 %	34.5 %
Central					
No. of Respondents	6	9	16	13	44
Total No. of Libraries	14.0	25.0	56	59.0	154
Response Rate	42.9 %	36.0 %	28.6 %	22.0 %	28.6 %
Northeast					
No. of Respondents	10	23	24	4	51
Total No. of Libraries	26	57	70	27	166
Response Rate	38.5 %	40.4 %	34.3 %	14.9 %	30.7 %
Southeast					
No. of Respondents	35	92	86	25	238
Total No. of Libraries	84	232	301	127	744
Response Rate	41.7 %	39.7 %	28.6 %	19.7 %	32.0 %

Table 2 displays the same data (with rounded percentages) in the form of side-by-side comparisons between the total membership of 744 libraries and the group of 238 survey respondents. In addition to showing the response rate for each type of library and each region, the table also shows frequency distributions among the respondent groups on each characteristics.

Table 2
Total Response Rate with Response Rate and Distribution of Responses by Type of Library and Region
Membership Survey on 38 Services, 1998

	Total Population	Response Number	%
Total Survey Response	744	238	32%
Response Rate by Type of Library			
Academic	84	35	42%
Public	232	92	40%
School	301	86	29%
Special	127	25	20%
Response Rate by Region			
Central	154	44	29%
Northeast	180	61	34%
Northwest	131	43	33%
Southeast	166	51	31%
Southwest	113	39	35%
Distribution of Responses by Type of Library			
Academic	238	35	15%
Public	238	92	38%
School	238	86	36%
Special	238	25	11%
Distribution of Membership by Type of Library			
Academic	744	84	11%
Public	744	233	31%
School	744	301	41%
Special	744	127	17%
Distribution of Membership Libraries Responding by Region			
Central	238	44	18%
Northeast	238	61	26%
Northwest	238	43	18%
Southeast	238	51	21%
Southwest	238	39	16%
Distribution of Membership Libraries by Region			
Central	744	154	21%
Northeast	744	180	24%
Northwest	744	131	18%
Southeast	744	166	22%
Southwest	744	113	15%

The two type-of-library distributions are fairly close, separated by only four to seven percentage points. As can be noted, academic (15 %) and public libraries (38 %) are slightly over-represented among the respondents, while school (36 %) and special libraries (11 %) are slightly under-represented. If we look at the corresponding regional distributions, we find an even closer match, with differences of zero to three percentage points. Libraries located in the northwest region of the state represent 18 % of the total INCOLSA membership. This region also accounts for 18 % of the responding libraries.

It would appear, based on the similarities in these frequency distributions, that the responding libraries are representative of the total population, at least with respect to type of library and regional location. Both of these member library characteristics are obviously important considerations in planning specific network services.

The extent to which survey respondents may be assumed to be representative of the total population on a significant variable is often considered an important factor in assessing the validity of the results. In this case, we can be reasonably confident that the survey findings are valid, and that they provide a useful snapshot of overall member perceptions about the services that INCOLSA does provide and/or should provide.

Trends in the Response Data

Table 3 presents the average ratings assigned by the respondents to each of the 38 survey statements. The Perception column indicates the average level of agreement among respondents that INCOLSA provides each listed service; the Importance column indicates the extent to which the respondents believe the service is important to their libraries. The statements are categorized according to the broad network goal to which each applies: Information Access and Delivery, Resource Development, or Network Development.

An examination of the mean ratings shown under the Perception column in the "Information Access and Delivery" category indicates that half of the statements (numbers 1,4,6,7,8,9,10,13, and 17) were agreed with; that is, respondents felt that INCOLSA is providing the listed services (mean ratings in the range of 3.50 to 4.35). Eight statements averaged "no opinion" responses (mean ratings in the range of 2.50 to 3.49); and only one statement averaged a "disagree" response (number 15, with a mean rating below 2.50). A closer look at how the statements cluster suggests that respondents perceive INCOLSA as meeting one or more objectives in each of the areas of Internet access and training, interlibrary loan and statewide borrowing, reference, and public awareness of information services.

The average ratings for these same objectives given in the Importance column indicates that all but one (number 10, relating to OCLC FirstSearch access) is perceived as important or extremely important (mean ratings in the range of 3.56 to 4.68). Six of the statements with "no opinion" (numbers 2, 3, 5, 12, 16, and 18) Perception ratings were nonetheless thought to be important by respondents; two (11 and 14) were also rated "no opinion" with regard to their importance. Respondents indicated "no opinion" of the importance of the single statement (dealing with a standard patron record) that received an average rating of "disagree" in the Perception column.

Table 3
Average Rating for **Perception** and **Importance** of INCOLSA Services
Membership Survey on 38 Services, 1998
n=238

Service	Perception		Importance	
	Mean	SD	Mean	SD
Information Access and Delivery				
1. Sought funding to expand Internet access	3.70	1.27	4.20	1.04
2. Maintained and expanded technical support for Internet access	3.30	1.30	3.96	1.05
3. Provided guidelines which assist in equipment purchases	2.99	1.16	3.61	1.04
4. Provides training programs in telecommunications and Internet	3.70	1.09	3.95	.97
5. Develops and provides model policies in Internet access	3.08	1.11	3.63	1.02
6. Maintains quality ILL services	4.45	.93	4.63	.74
7. Promotes timely delivery of ILL materials	4.35	1.01	4.68	.68
8. Promotes cost-efficient delivery of ILL materials	4.41	.95	4.64	.71
9. Provides a statewide borrowing program	4.34	1.03	4.50	.86
10. Provides adequate access to OCLC FirstSearch	3.61	1.09	3.37	1.20
11. Provides incentives for delivery of electronic documents	2.84	.95	3.23	.96
12. Redesigned ALSA reference services which assure assistance	3.39	1.19	3.84	1.05
13. Developed centers for reference excellence	3.53	1.14	3.86	1.03
14. Identified barriers in reciprocal borrowing	2.68	1.13	3.37	1.03
15. Investigated potential for standard patron record	2.41	1.02	2.92	.91
16. Provided adequate distance education learning opportunities	3.17	1.09	3.56	.93
17. Promoted pubic awareness of wide array of information services	3.50	1.11	3.91	.86
18. Encourages and assists in training of use of Network services	3.47	1.17	4.09	.78
Resource Development				
19. Helps to facilitate the conversion of records in MARC onto OCLC	3.17	1.36	3.44	1.25
20. Helps maintain currency and accuracy of electronic information	3.21	1.35	3.63	1.09
21. Increased programs and incentives to participate in state database	3.50	1.20	3.98	.85
22. Provides training for leadership role in community freenet	2.60	1.11	3.05	1.00
23. Provides an adequate calendar of continuing education	4.07	1.02	4.31	.69
24. Provides advanced technical training opportunities	3.87	1.02	4.00	.91
25. Provides access to continuing education programs through DE	3.43	1.05	3.68	.87
26. Provides adequate consulting services in resource sharing	3.53	1.18	3.93	.87
27. Provides adequate consulting services in new technologies	3.22	1.25	4.00	.87
28. Provides adequate consulting services in use of network programs	3.41	1.17	3.95	.85
29. Manages and evaluates appropriate cooperative contracting	3.82	1.09	4.16	.86
30. Surveys to determine new products and services for coop purchase	2.86	1.25	3.77	.91
Network Service				
31. Involved library in planning for statewide network development	3.13	1.29	3.83	.89
32. Involved library in evaluation of new technologies	3.06	1.27	3.85	.86
33. Developed and made aware of standards and network guidelines	3.39	1.26	3.95	.82
34. Keeps library informed of state information policies	3.60	1.23	4.02	.83
35. Keeps library informed of national information policies	3.23	1.26	3.81	.86
36. Educates the public on benefits of strong libraries	3.03	1.21	3.95	.92
37. Educates key policy-makers on benefits of strong libraries	3.44	1.17	4.12	.95
38. Establishes partnerships and alliances	3.77	1.16	4.25	.74

Rating values used on the survey were inverted for tabulation and numerical ratings in this table are equal to the following: For **Perception** of Service 5=strongly agree, 4=agree, 3=no opinion, 2=disagree, 1=strongly disagree; **Importance** of Service 5=extremely important, 4=important, 3=no opinion, 2=unimportant, 1=extremely unimportant.

If we look at how the respondents rated Perception and Importance of each of the twelve statements found under the "Resource Development" goal, we find two instances with matching responses of "no opinion" (numbers 19 and 22). Five of the remaining statements (numbers 21, 23, 24, 26, and 29) obtained average ratings of "agree," and "important." The other five received average ratings of "no opinion" and "important" (numbers 20, 25, 27, 28, and 30).

Once again, it may be useful to examine the statements more closely. The two with matching average responses of "no opinion" deal with facilitating the conversion of MARC records and the provision of training for a leadership role in community freenet development. The latter objective appears to be one for which ACCESS INDIANA has now assumed responsibility.

Areas in which respondents were generally in agreement both about the provision of the service and its importance deal with statewide database development, a continuing education calendar, advanced technical training, consultant services in resource sharing, and cooperative contracting. Among those areas that respondents generally had "no opinion" about, but considered to be important, are statements relating to helping to maintain currency and accuracy of electronic information, distance education access to continuing education programs, adequate consulting services in new technologies and in the use of network programs, and surveys to identify products and services for cooperative purchasing.

Tables 4 and 5 provide the same data from a different perspective. The statements are listed in descending order, according to the mean scores on Perception (Table 4) and on Importance (Table 5). These groupings provide a rank ordering of respondent perceptions of each of the services and their importance. Statement numbers are given in parentheses to enable the reader to refer back to Table 3 in order to identify the broad goal associated with each statement.

The statement numbers allow an interesting observation concerning the Perception data in Table 4. Fifty-five percent (9) of the "agree" ratings occur with respect to Goal 1 Information Access and Delivery objectives; 31 % (5) relate to Goal 2 (Resource Development) objectives; and only 13 % (2) deal with the third goal (Network Development). The majority of statements receiving "no opinion" ratings (62 %) fall under the second and third goals.

Importance ratings in Table 5, show that all of the few statements with average ratings of "extremely important" reflect Information Access and Delivery objectives. Of the 28 statements rated as "important," those falling under Goals 1 and 2 represent 36 % each, with Goal 3 accounting for some 28 % of the total.

Table 4
Average Rating of Perception of INCOLSA Services by Descending Order
Membership Survey on 38 Services, 1998

Service	Mean
Strongly Agree	
None	
Agree	
Maintains quality ILL services (6.a)	4.45
Promotes cost-efficient delivery of ILL materials (8.a)	4.41
Promotes timely delivery of ILL materials (7.a)	4.68
Provides a statewide borrowing program (9.a)	4.34
Provides an adequate calendar of continuing education (23.a)	4.07
Provides advanced technical training opportunities (24.a)	3.87
Manages and evaluates appropriate cooperative contracting (29.a)	3.82
Establishes partnerships and alliances (38.a)	3.77
Sought funding to expand Internet access (1.a)	3.70
Provides training programs in telecommunications and Internet (4.a)	3.70
Provides adequate access to OCLC First Search (10.a)	3.61
Keeps library informed of state information policies (34.a)	3.60
Provides adequate consulting services for resource-sharing (26.a)	3.53
Developed centers for reference excellence (13.a)	3.53
Increased programs and incentives to participate in state database (21.a)	3.50
Promoted public awareness of wide array of information services (17.a)	3.50
No Opinion	
Encourages and assists in training of use of Network services (18.a)	3.47
Educates key policy-makers on benefits of strong libraries (37.a)	3.44
Provides access to continuing education programs through DE (25.a)	3.43
Provides adequate consulting services in use of network programs (28.a)	3.41
Redesigned ALSA reference services which assure assistance (12.a)	3.39
Developed and made aware of standards and network guidelines (33.a)	3.39
Maintained and expanded technical support for Internet access (2.a)	3.30
Keeps library informed of national information policies (35.a)	3.23
Provides adequate consulting services in new technologies (27.a)	3.22
Helps maintain currency and accuracy of electronic information (20.a)	3.21
Provided adequate distance education learning opportunities (16.a)	3.17
Helps to facilitate the conversion of records in MARC onto OCLC (19.a)	3.17
Involved library in planning for statewide network development (31.a)	3.13
Develops and provides model policies in Internet access (5.a)	3.08
Involved library in evaluation of new technologies (32.a)	3.06
Educates the public on benefits of strong libraries (36.a)	3.03
Provides guidelines which assist in equipment purchases (3.a)	2.99
Surveys to determine new products and services for coop purchase (30.a)	2.86
Provides incentives for Delivery of electronic documents (11.a)	2.84
Identified barriers in reciprocal borrowing (14.a)	2.68
Provides training for leadership role in community freenet (22.a)	2.60
Disagree	
Investigated potential for standard patron record (15.a)	2.41
Strongly Disagree	
None	

Rating values used on the survey were inverted for tabulation and numerical ratings in this table are equal to the following: 5=strongly agree, 4=agree, 3=no opinion, 2=disagree, 1=strongly disagree.

Table 5
Average Ratings of **Importance** of INCOLSA Services by Descending Order
Membership Survey on 38 Services, 1998

Service	Mean
Extremely Important	
Promotes timely delivery of ILL materials (7.b)	4.68
Promotes cost-efficient delivery of ILL materials (8.b)	4.64
Maintains quality ILL services (6.b)	4.63
Provides a statewide borrowing program (9.b)	4.50
Important	
Provides an adequate calendar of continuing education (23.b)	4.31
Establishes partnerships and alliances (38.b)	4.25
Sought funding to expand Internet access (1.b)	4.20
Manages and evaluates appropriate cooperative contracting (29.b)	4.16
Educates key policy-makers on benefits of strong libraries (37.b)	4.12
Encourages and assists in training of use of Network services (18.b)	4.09
Keeps library informed of state information policies (34.b)	4.02
Provides advanced technical training opportunities (24.b)	4.00
Provides adequate consulting services in new technologies (27.b)	4.00
Increased programs and incentives to participate in state database (21.b)	3.98
Maintained and expanded technical support for Internet access (2.b)	3.96
Provides training programs in telecommunications and Internet (4.b)	3.95
Developed and made aware of standards and network guidelines (33.b)	3.95
Provides adequate consulting services in use of network programs (28.b)	3.95
Educates the public on benefits of strong libraries (36.b)	3.95
Provides adequate consulting services in resource sharing (26.b)	3.93
Promoted public awareness of wide array of information services (17.b)	3.91
Developed centers for reference excellence (13.b)	3.86
Involved library in evaluation of new technologies (32.b)	3.85
Redesigned ALSA reference services which assure assistance (12.b)	3.84
Involved library in planning for statewide network development (31.b)	3.83
Keeps library informed of national information policies (35.b)	3.81
Surveys to determine new products and services for coop purchase (30.b)	3.77
Provides access to continuing education programs through DE (25.b)	3.68
Develops and provides model policies in Internet access (5.b)	3.63
Helps maintain currency and accuracy of electronic information (20.b)	3.63
Provided guidelines which assist in equipment purchases (3.b)	3.61
Provided adequate distance education learning opportunities (16.b)	3.56
No Opinion	
Helps to facilitate the conversion of records in MARC onto OCLC (19.b)	3.44
Provides adequate access to OCLC FirstSearch (10.b)	3.37
Identified barriers in reciprocal borrowing (14.b)	3.37
Provides incentives for delivery of electronic documents (11.b)	3.23
Provides training for leadership role in community freenet (22.b)	3.05
Investigated potential for standard patron record (15.b)	2.92
Unimportant	
None	
Extremely Unimportant	
None	

Rating values used on the survey were inverted for tabulation and numerical ratings in this table are equal to the following: 5=extremely important, 4=important, 3=no opinion, 2=unimportant, 1=extremely unimportant.

Table 5 indicates that respondents tended to view nearly 80 % of the objectives of Goal 1 (14 out of 18) as "extremely important" or "important"; over 80 % of the Goal 2 objectives (10 out of 12) as "important"; and all of the eight Goal 3 objectives as important. This is something of a contrast to the Table 4 data which indicate that only 50 % (9) of the Goal 1 objectives; 42 % (5) of the Goal 2 objectives, and 25 % (2) of the Goal 3 objectives are viewed as services being offered by INCOLSA.

In tabulating the means for the Perception and Importance data, Option 6 responses were eliminated. These are shown separately in Table 6 as the percentages of respondents who selected the "Do not know or Does not apply" option. The more interesting column in this table is the Perception column which indicates the percentages of respondents who are either unaware of whether INCOLSA offers each of the stated services, or who feel that the service does not apply to their library.

As shown in the table, the majority of the option 6 responses ranged between one and nine percent of all of the responses to each survey statement. These data would seem to indicate that, for some 76 % of the statements (29), the percentages of "Do not know or Does not apply " answers are not out of line with what might be expected.

The remaining nine statements with "Do not know or Does not apply" percentages of 10 % to 21 % may be worth examining more closely should INCOLSA determine that these statements reflect services that are in fact currently available to all member libraries, regardless of type or location. More effective communication methods or channels may be called for if it is judged unacceptable that 10 % to 21% of the member librarians (who were interested enough to take the time to respond to the survey) may be uninformed about as many as nine network services.

Table 6
Percentage of Responses to Rating INCOLSA Service "Do Not Know or Does Not Apply"
Membership Survey on 38 Services, 1998

Service	Do Not Know or Does Not Apply	
	Perception	**Importance**
Information Access and Delivery		
1. Sought funding to expand Internet access	8%	6%
2. Maintained and expanded technical support for Internet access	8%	7%
3. Provided guidelines which assist in equipment purchases	8%	6%
4. Provides training programs in telecommunications and Internet	3%	3%
5. Develops and provides model policies in Internet access	12%	8%
6. Maintains quality ILL services	2%	2%
7. Promotes timely delivery of ILL materials	2%	2%
8. Promotes cost-efficient delivery of ILL materials	2%	2%
9. Provides a statewide borrowing program	3%	2%
10. Provides adequate access to OCLC FirstSearch	16%	13%
11. Provides incentives for delivery of electronic documents	20%	16%
12. Redesigned ALSA reference services which assure assistance	7%	5%
13. Developed centers for reference excellence	10%	8%
14. Identified barriers in reciprocal borrowing	13%	12%
15. Investigated potential for standard patron record	20%	20%
16. Provided adequate distance education learning opportunities	8%	9%
17. Promoted public awareness of wide array of information services	4%	3%
18. Encourages and assists in training of use of Network services	3%	3%
Resource Development		
19. Helps to facilitate the conversion of records in MARC onto OCLC	15%	16%
20. Helps maintain currency and accuracy of electronic information	15%	14%
21. Increased programs and incentives to participate in state database	9%	9%
22. Provides training for leadership role in community freenet	21%	19%
23. Provides an adequate calendar of continuing education	1%	1%
24. Provides advanced technical training opportunities	4%	3%
25. Provides access to continuing education programs through DE	7%	5%
26. Provides adequate consulting services in resource sharing	8%	7%
27. Provides adequate consulting services in new technologies	6%	5%
28. Provides adequate consulting services in use of network programs	5%	6%
29. Manages and evaluates appropriate cooperative contracting	6%	4%
30. Surveys to determine new products and services for coop purchase	4%	6%
Network Service		
31. Involved library in planning for statewide network development	6%	7%
32. Involved library in evaluation of new technologies	7%	7%
33. Developed and made aware of standards and network guidelines	6%	4%
34. Keeps library informed of state information policies	3%	2%
35. Keeps library informed of national information policies	4%	4%
36. Educates the public on benefits of strong libraries	6%	4%
37. Educates key policy-makers on benefits of strong libraries	9%	4%
38. Establishes partnerships and alliances	6%	4%

FINDINGS

INITIAL OBSERVATIONS

A few comments on the overall "wellness" of INCOLSA may be useful here. To the extent that we have been able to compare the funding that Indiana has provided in support of its library network initiatives with that provided by other states, it appears as though the Indiana State Legislature and the Indiana State Library have long standing commitments to the concept of cooperative, multitype library networking (Tables 35 and 36). In 1984, with an expenditure of $ 0.08 per capita, Indiana ranked 26th among the 27 states that were then supporting multitype networks. In the following decade it moved into third place (among 18 states). Although its per capita expenditures dropped from $ 0.49 in 1994 to $ 0.43 in 1996, Indiana continued to place among the top five of those states providing some portion of their library state aid to networking initiatives.

In both 1994 and 1996, the Indiana State Library ranked first in the percentage expended for networking of its total state aid to libraries. In both instances, such expenditures accounted for over half of the available library funding (Table 36).

Indeed, it might be said that INCOLSA has benefited from a long existing pattern in the state of encouragement and financial support for multitype library networking. Such financial support (although it cannot be viewed as particularly high except perhaps in comparison with that of other states), has allowed cooperative library networking to move forward. Although state aid has generally remained static in recent years, INCOLSA (under the re-organization plan) has nonetheless been able to quicken the pace of that forward movement.

While this study did not include an analysis of the fiscal condition and internal workings of the organization, all indications are that INCOLSA is generally in "very good health." It is financially sound and is learning to manage itself and its operations with efficiency and effectiveness under its current governance and its (arguably complex) advisory structure.

INCOLSA is cognizant of the fact that its ability to facilitate access to and delivery of library and information services in the state depends largely on the willingness of the state's libraries to accept its leadership, and to participate as fully as possible in its networking endeavors. Consequently, careful attention is being paid to the need to listen to and attempt to accommodate as many libraries among its widely diverse membership as possible.

As INCOLSA continues to seek input and feedback from its members, however, the Network should remain focused on the library user, not its member libraries, as its primary reason for being. Likewise, member libraries should begin to view themselves more consciously as fully cooperating partners in an INCOLSA-coordinated effort to improve the delivery of library and information service to all residents of the state. The guiding principle that the needs of the end user should be paramount to everything the network does, was clearly articulated in the network plan:[8]

1. **Network services are delivered to end users through libraries and their parent institutions.**
2. **Network services are designed to improve connectivity between end users and library and information resources.**

[8] Interim Group, p. 8.

3. **Network services emphasize stewardship of shared collections in order to provide a virtual, seamless collection to end users within the state.**
4. **Network services are strengthened through partnerships with libraries and civic, business, government, and other organizations.**
5. **Network services include an appropriate mix of centralized and decentralized programs that meet the needs of Indiana residents.**

This same end user perspective is also found in the Mission Statement that was established for the network:

> **The Network assures that all Indiana residents receive the best possible library and information services by providing a cooperative statewide structure for information and resource sharing.**[9]

The Internet and other resource sharing and distance learning technologies have opened up exciting opportunities for extending and improving end user access to library and information services. In January 1998, INCOLSA implemented "INSPIRE," its virtual library project. In a few short months, INSPIRE has come to symbolize the reality behind the promise that statewide cooperative networking will greatly expand the end user's access to information far beyond what has traditionally been available through the local library.

ORGANIZATION OF THE FINDINGS

The aim of this evaluation was to identify: (1) areas in which INCOLSA's performance has been strong or lacking; (2) services and programs that should be continued and strengthened, as well as those that might be given a lesser priority or perhaps eliminated; and (3) areas of service or new directions that INCOLSA should consider as it begins a new round of strategic, long-range planning. The goals and objectives as established in the original reorganization plan have not undergone any formal revision since the New Network has been in operation; therefore, they served as the primary evaluation criteria.

This section of the report is organized according to each of the three major goals established for INCOLSA in the 1994 Network Service Plan. Each goal and its accompanying subgoals and objectives are listed, followed by a discussion of related findings and conclusions. The figures and tables that serve as documentation are referenced by number here, but have been placed in a separate data section immediately following. Comments from survey respondents, focus groups, and key individuals are briefly referred to in this section, but a more detailed presentation of the qualitative data is also provided in the data section, following the graphic and tabular data.

[9] Interim Group, p. 6.

SUMMARY OF THE FINDINGS

The Network Service Plan

Goal 1: Statewide Information Access & Delivery

Through the Network, end users will have the benefit of integrated statewide resource sharing systems by which to identify, access, and retrieve needed information resources.

To achieve this goal by the end of 1996, the Network will:

Subgoal 1.1: Support public access to the Internet and provide guidance in the efficient use of the electronic superhighway.

Objectives:

1.1.1. Seek Funding to expand Internet access through libraries in each county.
1.1.2. Maintain and expand technical support for library use of the Internet.
1.1.3. Establish/promote low-cost telecommunications connections to support Internet access for every member library to reallocating existing network resources, soliciting LSCA funds, and forming partnerships with appropriate groups.
1.1.4. Work with the Council on Library Automation to establish guidelines to assist libraries with equipment purchases.
1.1.5. Promote the development and use of Internet finding aids to facilitate end user access to electronic information resources (e.g., gophers, WAIS, Veronica, etc.).
1.1.6. Use Internet's electronic messaging and bulletin board capabilities as an additional channel for communicating with members.
1.1.7. Maintain and expand training programs for member libraries' use in introducing basic telecommunications and Internet access to end users.
1.1.8. Develop model policies to guide libraries in providing Internet access.

Findings and Conclusions

INCOLSA has invested time, staff and funding in the support of greater public access to the Internet and has provided information, consulting services, and continuing education for efficient use of the modern electronic superhighway. There are, however, various degrees of success in these efforts according to perceptions and observations expressed by member institutions.

- **Five specific objectives were measured in this goal area; each was perceived by the general membership to be provided adequately by INCOLSA and each objective was perceived to be of importance (Table 3).**
- **Member institutions agreed INCOLSA has sought funding to expand Internet access and provides training programs in telecommunications and Internet use. To a lesser extent, the membership agreed that INCOLSA has provided adequate guidelines to assist in equipment purchases, and they rated provision of such assistance to be important.**

- **The membership rated the service of seeking funding to expand Internet access to be important (Table 8).**
- **Over 10% of the responding members indicated that they do not know (or that it does apply to their library) if INCOLSA provides model policies in Internet access (Table 6).**
- **Responding members indicated that provision of "technical support for Internet access" is provided on a less adequate basis than most other INCOLSA services (Table 10).**
- **Academic libraries tend to perceive INCOLSA's services for seeking funding and model policies for Internet access to be less adequate and less important than do other types of member libraries (Figure 7).**
- **Library members with smaller budgets tend to agree INCOLSA has helped to seek funding and strongly agree that such efforts are important (Figure 11).**
- **Academic libraries with a small population base strongly agree INCOLSA has maintained and expanded technical support for their local library's use of the Internet, while larger academic libraries may be more independent in such efforts and do not agree. Larger academic library view such efforts as less important to them than do the smaller academic libraries (Figure 13, 14).**
- **Public libraries tend to not agree as strongly as other types of libraries that INCOLSA has maintained and expanded support for their library's use of the Internet (Figure 4).**
- **School libraries which serve a small to medium population base tend to agree INCOLSA has provided guidelines to assist their library in equipment purchases and basic training programs in the introduction of telecommunications and Internet access. School libraries with a larger population base tend to not agree as strongly that such services have been provided to them (Figure 17).**
- **Small special libraries tend to agree more than do large special libraries that INCOLSA has sought funding to expand Internet access and provide models to help guide their library in Internet access (Figure 19).**

A few comments on Internet access were provided by survey respondents. One school librarian noted, "In these days of networking, I find the school

librarian's techno-decisions rely less on ingenuity and INCOLSA and more on the school district computer technician, who is responsible for connecting the whole district. These people have little knowledge of INCOLSA services. Due to this transfer of hardware control in the K-12 setting, INCOLSA needs to hit school administrators as well as the school librarians to encourage use of INCOLSA services. I have found support for this concept from other school library media specialists. "

One of the persons who provided insight into the evaluation from the perspective of a long-term association with library networking in Indiana, noted that "INCOLSA provides workshops on Internet use & HTML but on the whole INCOLSA has not sought funding to expand Internet access nor maintained or expanded technical support for the Internet due to lack of staff. But because of the Internet explosion most libraries are wired through a combination of other sources and organizations."

The 1997 INCOLSA workshop schedule (Table 29) lists frequent training programs for the introduction to Internet use. The current content of the INCOLSA Web Site (Table 33) includes extensive links and pages for microcomputer training and has an initial structure to provide more information concerning Internet training. Small libraries of all types would benefit from more attention given by INCOLSA to provision of information and training in technology planning, grant development, and construction of local area networks.

The draft of the 1997 INCOLSA Annual Report (Table 32) states that the Network has assisted approximately 80 of its 744 members directly in establishing Internet connectivity. INCOLSA should increase efforts to assist in achieving 100% membership Internet connectivity by 2001.

INCOLSA should also continue to work with the Council on Library Automation and various Indiana library organizations to review and revise guidelines and help promote awareness and understanding of the guidelines.

Subgoal 1.2: Strengthen the interlibrary loan capabilities of every member in order that end users can secure needed information and resources which are not available at their local library.

Objectives:

1.2.1. Consolidate and redesign current INCOLSA/ALSA programs to maintain quality ILL services over the next two years.
1.2.2. Research critical ILL loan quality factors such as speed of delivery, accuracy and cost.
1.2.3. Provide ILL loan support for libraries without OCLC group access capability (GAC).
1.2.4. Identify libraries that are candidates for group access and start service.
1.2.5. Implement training and support for GAC participants.
1.2.6. Implement statewide access to OCLC FirstSearch.
1.2.7. Determine state or federal funding sources to compensate net lenders.

Findings and Conclusions

By all measures employed for this evaluation, INCOLSA has strengthened the interlibrary loan capabilities of each member. It may also be assumed that the end users secure needed information and resources through such services, although evidence of such satisfaction gathered on a local basis is not available.

- **Across all types of libraries, geographic regions, and size of libraries it is clear that provision of interlibrary loan services through INCOLSA are efficient and highly valued (Table 7).**
- **Interlibrary fill rates vary slightly across geographic areas (Table 25) and are substantially high when compared to other fill rate data given over time and across the nation (Table 27).**
- **The number of interlibrary loan and reference requests has declined substantially since 1989 (Table 24, 26) reflecting a national trend.**
- **A substantial portion of the INCOLSA membership does not know about or does not feel such services apply to them when asked about "adequate access to OCLC FirstSearch" or "provision of incentives for delivery of electronic documents" (Table 6).**
- **In general, provision of access to OCLC FirstSearch was perceived to be of less importance than most INCOLSA services (Table 9).**
- **Academic and special libraries, especially those in the central region of the state, likely to house a greater proportion of specialized data and reference expertise, do not agree that INCOLSA has provided adequate incentives for delivery of electronic documents (Figure 7, 9).**

Participants in the ISLAC focus group noted that the Internet will change the way interlibrary loan is carried out and that there are already dramatic changes being seen in information services. It was suggested that perhaps INCOLSA should consider using its Internet site as a virtual reference center from which INCOLSA staff would provide reference service to member libraries. In addition, an electronic "help desk" might be set up to field technology questions. It was further suggested that answers to frequently asked questions (FAQs) also be made available through the INCOLSA WWW site.

A well-designed, creative "train the trainers" program was also suggested as a means of localizing IT workshops by disseminating training expertise from state to regional to local levels. The problem of providing adequate pay in order to retain the services of trainers was also noted.

While interlibrary loan may remain a key INCOLSA service, access to other borrowing services and expected substantial growth in full-text electronic document delivery will result in further decline in this service area. Although the number of requests has declined, there has been no substantial change in the proportion of interlibrary loan and reference referrals filled by local regions, outside of the region, or outside of the state (Table 26). While INCOLSA should strive to maintain its established high fill rate, the Network should strive to concentrate on more specialized aspects of resource sharing:

a. shift some resources to greater support of specialized training in local use of Internet reference skills, train local librarians in methods to measure patron and nonpatron information needs, educate more librarians in the process for profiling collection content, and promote an increase in local cooperative collection development among various types of libraries and among schools within the same county.

b. increase efforts statewide to deal with highly specialized interlibrary loan needs and determine such through systematic user analysis, collection analysis, and a clear plan for promotion of and support for specialized reference information centers; INCOLSA should lead in training, documentation, and evaluation of these efforts.

Smaller libraries continue, and will likely always be, those who benefit most from cooperative interlibrary loan services. School libraries, for example, often see membership in INCOLSA as a means to "get other resources" and not so much to "give resources." School libraries and other small libraries do, however, have many special resources to share and should be introduced more to the reciprocal borrowing culture.

Project HiNet (funded through a grant from the Indianapolis Foundation and managed by INCOLSA) is an important step in the right direction and funding should be sought to expand similar efforts beyond Indianapolis.

Basic training in collection mapping, user needs analysis, and program long range planning can lead to provision of a clearer picture statewide for specialized resource and reference cooperation.

The 1992 Mason Report (Appendix D, Tables VI 1, VIII 1, 7) provided initial data on interlibrary loan costs and recommendations for further examination of services.

INCOLSA Executive Board members should return to that study and consider further implementations of its findings.

INCOLSA should explore state or federal funding sources to compensate libraries that provide a high number of interlibrary loans.

Subgoal 1.3: Coordinate timely, cost-effective delivery of materials and information through physical and electronic means.

Objectives:

1.3.1. Study existing delivery modes for the physical transfer of needed resources (i.e., courier, mail, commercial carrier, etc.) And implement coordinated systems to assure cost-effective, timely delivery to end users.

1.3.2. Evaluate existing electronic delivery services (i.e., fax, full-text, etc.) And provide libraries with incentives to offer electronic delivery.

Findings and Conclusions

- **Findings reported for subgoal 1.2 also relate to subgoal 1.3.**

Focus group participants responded to questions about interlibrary loan by discussing the Wheels statewide delivery service. The focus group in the northwest corner of the state expressed a very favorable reaction to the service, with comments such as "reduces the cost," "we save a lot of money," and "even with once a week pickup, response time is okay."

Users of the service in other focus groups had similar responses: "for years we were opposed to van delivery. The Wheels thing as far as we're concerned revolutionizes the process – it's a noticeable improvement." Non-users of Wheels were pretty much in agreement on their reaction to the service, as reflected in this comment, "I can't wait a week and can't afford more frequent service. Subsequently we don't use it."

It should be noted that at the time of this evaluation INCOLSA launched the electronic database INSPIRE. This electronic information system provides linkages to a web of resources and fulltext documents which will be of great use to Indiana citizens. Initial reactions to INSPIRE have been extremely positive. This virtual library initiative along with other recent efforts in technology diversification (Table 32) are indications that INCOLSA has made substantial progress in this subgoal area.

Subgoal 1.4: Provide member libraries assistance in meeting the general and specialized information retrieval and reference needs of end users.

Objectives:

1.4.1. Redesign ALSA reference services to assure end user assistance and enhance generalized reference support services.

1.4.2. Develop centers of reference excellence to serve as referral points for specialized information requests by identifying subject strengths among selected collections in Indiana libraries and drafting a plan for accessing needed subject expertise and collections.

1.4.3. Maintain and enhance INCOLSA's information retrieval program and services and redesign as appropriate.

Findings and Conclusions

Two specific objectives were included in the survey to measure membership perception in this subgoal area.

- **In general, members perceive that the redesign of ALSA reference services to assure end user assistance is less successful at this time than the provision of many other INCOLSA services (Table 10).**
- **Generally, members agreed that INCOLSA has developed centers for reference excellence (although such centers are not yet in place) and that such services to handle specialized requests are important (Table 8).**
- **Academic libraries tend to see INCOLSA provision of such services to be less important than other types of libraries (Figure 8).**
- **Small academic libraries strongly disagree that the redesign of ALSA reference services is adequate (Figure 13).**
- **Large academic libraries and large special libraries do not agree that development of centers for reference excellence is of importance to them (Figure 14, 20).**

> One of the survey respondents wrote the following comment, "While there has been continued talk about 'Reference Centers of Excellence,' these have not yet come about. At present, reference service continues to exist in about the same way as it did in the days of the ALSAs, which is very uneven. Depending on the location of a library in the State, there may be very good reference assistance, or it may be practically non-existent. The way reference service is staffed has not even been standardized between regions. There are some real needs to address this issue."

INCOLSA should continue to investigate the advantages and disadvantages of establishing "centers for reference excellence." Medicine, law and engineering are mentioned as typical areas of concentration and it may be that several other specializations should also be targeted such as genealogy, youth services, social services, and literacy.

Clear purpose and objectives should be drafted for such centers with active players coming from the ranks of all types of libraries. Currently, without such planning, it is likely that larger libraries will resist such centers and view the centers as one more device for small libraries to feed on their resources without adequate compensation.

The potential for such centers is high, but clear levels of responsibility must be defined. If INCOLSA is successful in creation of "centers for reference excellence" such will serve as a national model, perhaps leading to a network of specialized expertise clusters connected electronically across the country.

Subgoal 1.5: Achieve a statewide borrowing program that allows users to have access to materials and information regardless of where they live or where in Indiana the information is located.

Objectives:

1.5.1. Conduct research with members to identify opportunities and barriers in current reciprocal borrowing a programs and among libraries of all types not currently involved in reciprocal borrowing identify standards and investigate developments in other states.

1.5.2. Draft a plan and incentives to create a fair and equitable program.

1.5.3. Investigate potential of using a standard patron record.

Findings and Conclusions

- **Services in this subgoal received perception and importance ratings lower than most other areas measured.**
- **In addition, a high percentage of members "did not know" or felt such service "did not apply" when asked about "potential for using a standard patron record" (Table 6).**
- **Academic libraries see these subgoals as being even less important than do other types of libraries (Figure 7).**
- **7.4 % of the Indiana population is not served by a local public library (Figure 21).**

Development of virtual library systems will help to provide new information connectivity to this "unserved" portion of the state, however literacy programs, reference and reading guidance, and other standard public library services may remain unavailable even as access to the Internet expands.

INCOLSA should not ignore the issues related to these goals and coordinate efforts with the State Library and the Indiana Library Federation to address the information resource and service needs of those currently not served by any of the 238

Indiana public libraries (Appendix D, Table VII 8).

Subgoal 1.6: Expand distance learning opportunities available to end users.

Objectives:
1.6.1. Identify distance learning providers and explore emerging technologies.
1.6.2. Deploy additional distance learning sites in libraries.

Findings and Conclusions

Over the past two years, INCOLSA has established distance education reception sites across Indiana. Several training programs, current issue conferences, and member meetings now utilize this modern system for two-way, interactive audio and visual delivery. The structure is in place to expand the use of such technologies for the purposes of training and communication, and INCOLSA should increase its efforts in more frequent and more sophisticated uses.

- **Members, in general, agree that such distance education connections are important, but also indicate that content delivery, in variety and frequency, are not yet adequate (Table 10). Members seem to appreciate the use of such distance communication for purposes of some meetings, and understand that additional training opportunities will be added as the number of sites increase and INCOLSA staff grow more skilled in use of this delivery mode.**
- **Nearly half of the membership libraries have participated in use of the distance education system (Table 13).**

> A focus group participant made this observation, "INCOLSA is a technology organization but it almost seems like it is too technical. Out here in the real world we have to deal with meeting patron needs with both print and non-print sources and it seems at times like INCOLSA is pushing too much electronic technology at us. At least give us some help with integrating the two sources."
>
> A participant in a different session remarked, "Well, if end users are us, then I think the workshops have gotten rave reviews. They were all excellent. I applaud the technology workshops. We try to provide mini workshops for our staff. Our staff then helps our patrons. So maybe this is what the question means."

INCOLSA should proceed with greater use of distance interactive delivery, but do so sensitive to the concerns raised by some members (Table 15). Distance education technologies should <u>not</u> prevent personal outreach across the state for

training, meetings, and staff service to the greater membership. While the northern part of Indiana, for example, may be more accepting of the use of distance education for delivery of most training programs, development of local and personalized workshops should remain an option. The more personal approach may be best for some workshops in the southern part of Indiana where members have expressed such need.

As INCOLSA experiments and gains experience with distance education delivery, it should remain open to several options for delivery of such training including those which can be provided through print and electronic summaries, guides and computer assisted instruction over the Web and distribution of video tape copies of many standard sessions.

The current INCOLSA Web Site contains examples which indicate the experienced and skilled staff is aware of the possibilities and over time will continue to expand such training content (Table 33).

INCOLSA should experiment with construction of their own computer assisted instructional (CAI) sites along with selection of and linkage to quality CAI by many other training and library institutions provided over the Internet.

While the bulk of the training will likely continue to originate from Indianapolis, INCOLSA should seek opportunities to originate sessions from other locations in the state and to capitalize on the expertise of staff and members across the state in presentation of training sessions.

Distance education should <u>not</u> be approached as a system which expands the already overused and overemphasized flow of information from Indianapolis to the rest of the state. Distance education should be approached as a statewide learning resource sharing network and capitalize on the noncentralized delivery potential of modern interactive television.

While the coordination of scheduling and promotion may be best handled on a centralized basis, presentation and expertise should be a shared statewide and regionally initiated effort.

Subgoal 1.7: Promote end user education to assure efficient use of network services and users' ability to access the collective resources of the membership.

Objectives:

1.7.1. Promote public awareness of the wide array of information services that are available through the Network.

1.7.2. Encourage and assist members to provide users with the orientation, education and training needed to effectively use Network services.

Findings and Conclusions

- **In general, the membership agrees that INCOLSA provides these services, although to a slightly lesser degree assisting members to provide users with orientation and training needed to effectively use Network services.**

Provision of such user orientation may have been more difficult recently than in the past as INCOLSA struggles to restructure and to also initiate needed user services tailored to capitalize on the strengths of electronic information delivery initiatives such as INSPIRE.

The INCOLSA Executive Board should note that there are many services about which members are not aware (Table 6).

- **A slight difference seems to be present based on geographic regions concerning the adequacy of the communications recommended in this 1994 subgoal area. Libraries from the southeast region of Indiana tend to feel orientation, education and training are not provided adequately while libraries in northern Indiana agreed that encouragement and assistance is provided (Figure 9).**
- **Small special libraries tend to strongly agree INCOLSA is promoting public awareness of the wide array of information services that are available through the Network, while large special libraries tend to disagree INCOLSA is adequately promoting such awareness (Figure 19).**

> The focus group recorder at one site summarized the response of the group to this service area: "INCOLSA is encouraging member libraries to form continuing education committees. One person said this is not satisfactory because more responsibility is being placed on volunteers. ALSA was more satisfactory. The INCOLSA staff person is spread too thin. But the feeling is that given the resources available, INCOLSA does a good job."

INCOLSA should continue current efforts to expand orientation and training information through its Web Site and coordinate efforts for increasing member awareness of services through more presentations at state conferences with such organizations as the Indiana Library Federation, the Association of Indiana Media Educators, the Indiana Computer Educators, and other special library organizations.

The Network Service Plan

Goal 2: Resource Development

The Network will enhance the ability of member libraries to participate in, and contribute to, local, state and national resource sharing initiatives.

To achieve this goal by the end of 1996, the Network will:

Subgoal 2.1: Provide ways by which members can identify and gain access to resources held by Indiana libraries through their contributions to, and participation in, state database development.

Objectives:

2.1.1. Increase holdings records added to the OCLC database by 20% per year.
2.1.2. Facilitate conversion of library records in MARC format onto OCLC.
2.1.3. Maintain currency and accuracy of electronic information by updating existing records and continuously contributing cataloging records.
2.1.4. Explore developments allowing OCLC cataloging to be done via Internet.
2.1.5. Maintain and increase programs and incentives to enable libraries and other agencies to participate in statewide database development.
2.1.6. Identify state, local and regional databases and commercially available electronic information and make recommendations for statewide access.
2.1.7. Explore alternative means and costs of maintaining the state database.

Findings and Conclusions

Perceptions are mixed as to the adequacy of some of these services and the level of their importance. Although some 1997 data were available concerning catalog and conversion efforts, no data were provided to the evaluators to measure specific INCOLSA actions in these services over time either in terms of quantity or quality.

INCOLSA should establish a method for maintaining such records both for purposes of future outside evaluation, and more importantly, for purposes of internal monitoring. Many of these services seem to be used by special libraries (Figure 8).

- **In general, members perceive that INCOLSA has increased programs and incentives for libraries to participate in statewide database development and see such actions as important (Table 8).**

  INCOLSA's assistance in maintaining currency and accuracy of electronic information is also viewed as important, but provided on a less adequate basis (Table 10).

- **In general, responding member libraries regarded assistance in facilitation for the conversion of records in MARC format onto OCLC to be of less importance than other services (Table 11), and public libraries tend to view INCOLSA's provision of this service to be less adequate than in other service areas (Figure 7).**

When focus group participants at one of the sites were asked about these services, the response tended to focus on whether INCOLSA's ties to OCLC are too strong: "I get upset that INCOLSA seems so strongly tied to OCLC that other things aren't an option. Such as SHInE and ASC, and letting new people into these groups. It appears that a lot of time and effort staff-wise at INCOLSA is toward promoting OCLC. INCOLSA is a marketing service to OCLC and that is not too much of a benefit to the rest of us."

An indication that there remains a lingering doubt regarding centralized networking was apparent in one person's comment, "This is exactly why we worried about the merger. We were afraid INCOLSA would push OCLC on us, and we don't want it because we don't need it. It's too expensive, too." Another participant expressed a different view: "But a lot of INCOLSA members use OCLC. It's complicated, so we need INCOLSA's help on this."

Subgoal 2.2: Act as a stimulus for the development of community "freenets".

Objectives:

2.2.1. Investigate existing freenets in Indiana and other states and report on options for developments, software, and management.

2.2.2. Provide training and assistance to enable members to take a lead role with local partners in establishing community freenets.

Findings and Conclusions

- **An extremely high percentage of responding member libraries indicated that these services either did not apply to them or they did not know enough about the services to make a judgment (Table 6).**

- **Most of those who did rate such services perceived them as less important than others provided by INCOLSA (Table 11).**

Subgoal 2.3: Educate and train librarians and library support staff to serve as intermediaries in connecting end users to local, state, and global information resources– and to use appropriate information technologies.

Objectives:

2.3.1. Prioritize continuing education/training based on network service goals.

2.3.2. Review training and CE programs offered by INCOLSA, the ALSAs, ISL, IU-SLIS and other providers to identify gaps and overlap.

2.3.3. Offer an expanded number of central and regional continuing education/training opportunities.

2.3.4. Produce a statewide continuing education/training calendar.

2.3.5. Design continuing education and staff development programs which are appropriate for distance learning.

2.3.6. Offer advanced technical training and CE opportunities.

Findings and Conclusions

- **Second only to provision of interlibrary loan services, this subgoal contains INCOLSA services perceived to be adequately provided and of importance to member institutions regardless of library type, geographic location, or size (Table 8).**
- **Special libraries tend to view the provision of advanced technical training opportunities to be less adequate than the perception ratings given by other types of libraries (Figure 7).**
- **All types of libraries, especially special libraries (Figure 8) agree that the provision of a continuing education and training calendar is very important.**

> One of the participants in the northeast focus group session expressed a negative view of INCOLSA's web-based continuing education calendar: "The calendar of events that INCOLSA offers on the web page is a joke. They list a few meetings and classes, but most of the things going on around the state never make it. I thought it was supposed to be for use by everyone – schools, public libraries, state library agencies, regional councils."

- **INCOLSA has an extensive catalog of workshop and training opportunities which is distributed widely across the state (Table 29), although some members have commented that the catalog comes too late for them to make arrangements (Table 15).**
- **Some members have also commented that some workshops are too expensive and that too many are provided in Indianapolis and not within their local geographic region.**
- **A majority of public library members participate in continuing education and workshop training (Table 14) and a substantial number of other types of libraries also participate.**

> A respondent from a medium-sized special library in the central part of the state commented, "We like that INCOLSA is always there when we need them–there's always someone to call. Content and presentation of workshops has improved dramatically in the last couple of years."

INCOLSA now provides an extensive listing of training opportunities on their Web Site (Table 33) along with links to conferences, seminars and workshops across

the nation. As more members gain access to the Web, this electronic bulletin board with be useful in providing advanced notice. However, individual members will need to do their part in consulting the Web postings on a regular basis and INCOLSA will need to continue to promote their workshop services through other communication modes as well.

Cost for such continuing education and training is relative, and in cases where library budgets are limited in provision for staff development and additional costs must be covered for travel and lodging, it is understandable that some members view these services as expensive.

It is the opinion of the evaluators, however, that INCOLSA provides an extensive, high quality, relevant, and inexpensive series of training opportunities. Many workshops are under the $40 level, much less expensive than training available in other professions and certainly less expensive than workshop sessions offered for academic credit at such institutions as Indiana University.

Although IU-SLIS has increased the number of workshop offerings and now provides courses leading to certification in public or school librarianship through distance education, it is unlikely that any academic offerings will come close to being as inexpensive as those provided through the Network.

INCOLSA should increase efforts for the provision of continuing education and training in the following ways:

a. coordinate the INCOLSA training calendar with other institutions so that there is a consolidated catalog, print and electronic, which provides advanced listing of opportunities provided by the Indiana Department of Education's Division of Learning Resources, the Indiana Library Federation, all state universities, regional educational training and resource centers and others which may provide training for staff and education for professionals within the state or adjacent states

b. the Executive Board should revisit and consider the recommendations provided in the Williams study concerning continuing education in the 1990's (Appendix D, Tables III, IV, V); extensive time and effort should be given to this effort

c. capitalize on the expertise of members outside of the Indianapolis area to provide quality local training and education and increase the proportion of sessions offered regionally from the current 28% to 40% (Table 29); consider

development of a cadre of trainers similar to the summer training schedule which has been recently provided by the Indiana Department of Education and the Division of Learning Resources

d. increase the proportion of training offered over distance education from the current 3% to 15% (Table 29)

e. expand workshop offerings to reflect the requests and future directions expressed in the field liaison reports (Tables 17, 18, 19, 20, 22, 29) and other areas in need of professional development: technology and budget planning, development and expansion of local area networks, grant writing, collection evaluation and profiling, new facility design and facility renovation, automation upgrade methods and procedures, long range planning and performance measures

Subgoal 2.4: Promote the availability of distance learning opportunities for library personnel statewide.

Objectives:

2.4.1. Establish a small number of distance learning sites to offer state-of-the-art continuing education and training.
2.4.2. Promote the deployment of additional distance learning sites in libraries.
2.4.3. Explore emerging technologies for distance learning.

Findings and Conclusions

Discussion relevant to this subgoal set is provided in subgoal 1.6 and 2.3.

- **In general, the member libraries responding to the 1998 survey rated INCOLSA's provision of continuing education through distance education as less adequate than other services provided, but view such as an important service (Table 10).**

Focus group participants from the various regional sites had several comments about the services in this area, for example:

"I have noticed more DL coming from INCOLSA. Having INCOLSA meetings and things like budget and bookkeeping available throughout the state is a real benefit for those a ways from Indianapolis."

"INCOLSA has always done a lot of training. CE programs have always been available. There are only a certain number of these you can go to, but there are a lot of opportunities."

"The workshops help me do a lot of local networking. I would miss not having the workshops."

"I recently attended a telecommunications workshop done by INCOLSA. It was a bit over my head, but it was a good introduction overall."
"I've not been able to attend as many workshops as I would like, but I feel like the ones I have attended have helped."

"I've noticed more regional sites, but continuing ed. is still concentrated in Indy – nothing in the southern part of the state."

This survey was taken just as INCOLSA launched new distance education connections and added sites to cover all regions of the state. It is likely that membership response to these recent efforts will be increasingly favorable as the Network refines and expands its distance education efforts.

Subgoal 2.5: Provide consultation and mentoring services to facilitate library participation in resource sharing, the adoption of new technologies, and the use of network programs and services.

Objectives:

2.5.1. Review options for improving consulting services based on network service goals, sufficient member demand and cost factors.

2.5.2. Begin to implement the recommendations for improved consulting services.

Findings and Conclusions

Consulting services tend to be viewed as adequate to less adequate than other services provided by INCOLSA.

- **Some members do not feel that local consulting services are as effective as those provided under the previous ALSA structure.**
- **While consulting services for resource sharing were perceived to be adequate (Table 8), consulting services for use of network programs, especially in the southeast region (Figure 9), and consulting services for use of new technologies were viewed as less adequate (Table 10).**
- **Small academic libraries tend, more than other types of libraries, to view the delivery of the services in this subgoal area to be less adequate than other services provided by INCOLSA (Figure 13).**

In the shift from the ALSA structure to the more centralized INCOLSA structure, there may not be a clear understanding as to the duties and responsibilities of those who represent INCOLSA in the regional field offices.

The Indianapolis office should take constructive steps to be more open and responsive to the communication provided by the field liaison staff and such communications between and among all stations should be frequent. Member institutions want to be assured that their concerns are being heard.

Efforts should continue to increase and improve the skills of the field liaison staff in gathering and analyzing member communication. Techniques in conducting focus groups and interviews should continue to be practiced and improved.

Instruments which will provide consistent measures across groups and regions and over time should be established. The 1997 field liaison reports provided useful information for this evaluation (Tables 12-22), but methods used to gather and report varied without a common "checklist" of specific questions or measures.

Clear and specific job descriptions should be written for all field liaison staff and INCOLSA staff so that there may be a greater understanding of responsibilities.

The current field liaisons seem to have the experience and knowledge to have a great deal of input in the revision and/or development of these new job descriptions and field measures. They can play a key role to help INCOLSA move beyond attempting to meet the "demands of member libraries" to gaining a greater understanding of the information needs of the all Indiana citizens, served and not served, by libraries across the state.

Subgoal 2.6: Develop, manage and evaluate appropriate cooperative contracting and procurement opportunities or the membership in order to save money, promote cooperative projects, and use resources more effectively.

Objectives:

2.6.1. Review existing cooperative purchasing agreements of INCOLSA, the ALSAs and ISL, and consolidate and redefine these for increased efficiency.

2.6.2. Survey member libraries to identify new products and services that could be purchased cooperatively.

2.6.3. Negotiate with vendors and produce a catalog of products for distribution to members.

2.6.4. Maintain and facilitate appropriate member-initiated and member-funded cooperative projects and programs.

Findings and Conclusions

No baseline or comparative data was available to the evaluators to help determine if the services provided by INCOLSA in this subgoal area result in savings to member institutions.

It is likely that considerable savings can be documented and INCOLSA should develop, if such is not already in place, a systematic tracking of product agreements and resulting reductions in member expenses.

- **Public libraries responding to the 1998 evaluation survey (Figure 4) rated INCOLSA's provision of surveying libraries to identify new products and services that could be purchased cooperatively as being less adequate than other services and many other types of libraries also tended to rate INCOLSA low in this area (Table 10).**

- **Large academic libraries tended to agree that INCOLSA does include them in consideration of such new products and services while small academic libraries do not (Figure 13).**

A participant in the southwest focus group had this observation, "INCOLSA doesn't get better discounts than schools from the same vendor." Another noted that the "educational consortium has better deals."

Perceptions concerning INCOLSA's assistance in obtaining cost savings on materials, supplies and equipment for member libraries appeared to vary among the focus groups a little more than those of the other services we asked about.

Some of the participants who identified their organization as a school or special library indicated that they did not use the vendor discounts negotiated by INCOLSA. For example, one person commented, "Schools don't participate. INCOLSA doesn't get better deals than schools can get from the same vendor. The educational consortium has better deals," while a law librarian indicated that such agreements are "not applicable in our situation."

Other responses to this question included a few that professed to having no awareness of the service, and several who indicated that they experienced cost savings on particular items, such as supplies and jobber discounts, but made no use of other INCOLSA cooperative agreement opportunities

A focus group participant from the south central part of the state made the interesting suggestion that the idea of cooperative purchasing agreements be extended to include cooperation on grants and programming:

"We need someone who knows about grants who can give us some ideas on grant opportunities. We need someone who is scanning grant literature and will facilitate for us Indiana libraries need to get together and go for these grants. We all know Lilly Endowment does grants. Who else? We need to share our time, money, etc., and cooperatively work on grants."

INCOLSA staff should review existing cooperative purchasing agreements of INCOLSA, regional offices, and the Indiana State Library, and consolidate and refine these efforts for increase efficiency.

The Network Service Plan

Goal 3: Network Development

The Network will conduct research and participate in planning to improve information access and to further information resource development.

To achieve this goal by the end of 1996, the Network will:

Subgoal 3.1: Sponsor market research and participate in planning in order to target priority network services for end users and member libraries.

Objectives:

3.1.1. Collect, review and assess existing research concerning information industry developments, lifestyle trends and other pertinent demographic and socioeconomic data pertaining to end user information needs.

3.1.2. Seek funding to support and encourage ongoing research pertaining to the information needs of end users.

3.1.3. Cooperate with the Indiana State Library to expand its annual library survey to include school library media centers and a targeted annual network services needs assessment.

Findings and Conclusions

Many of the objectives in this subgoal should be considered along with the recommendations for refining the job descriptions of field liaison staff in subgoal 2.5.

School libraries responding to the 1998 survey and providing comments to the 1997 field reports tended to indicate support for the planning and further development of the statewide network, but did not feel that INCOLSA was adequately involving them.

School district-level media supervisors have held key office positions with INCOLSA over the past few years and have contributed greatly to the successful implementation of the new governance structure. Building-level participation from school librarians, however, is greatly lacking. Schools of all sizes and across all regions of the state are now entering the Information Age with growing technology needs previously experienced by public and academic libraries.

School libraries, representing over 40% of the institutional membership (Table 1), are at the brink of becoming key players in the statewide information system and should receive more attention from the Network in terms of training, consulting, and coordination of resource sharing than has been provided in the past decade.

With that said, it should be clearly communicated that building-level school library media specialists, especially those trained in the use of modern information technologies, must take a personal initiative to seek greater participation in the activities and governance of INCOLSA.

No standard measures concerning school library media collections, staff, facilities, programs, or technologies are collected by the Indiana Department of Education. While the State Library coordinates data collection for public, academic and special libraries, it does not provide for consistent annual data to be compiled

concerning school libraries. Several other states, Colorado, Wisconsin, and North Carolina gather data on school libraries and publish such along with that of other types of libraries.

INCOLSA should establish a task force along with the State Library, the Indiana Department of Education's Division of Learning Resources, the Indiana Library Federation/Association for Indiana Media Educators, and the Indiana University School of Library and Information Science to explore the potential for expanding the collection of baseline data to include all types of libraries and to broaden the scope of such measures.

Subgoal 3.2: Plan for network development and assist with statewide planning through collaboration with end users and representatives from member libraries and other appropriate agencies.

Objectives:
3.2.1. Implement the Interim Network Plan.
3.2.2. Establish a planning cycle and initiate work for the next biennium.
3.2.3. Measure and evaluate progress toward meeting network service goals and objectives and report annually to the library community.
3.2.4. Assist the Indiana State Library in its planning role.
3.2.5. Work with appropriate national groups, such as OCLC-affiliated regional networks, to provide input into network planning.

Findings and Conclusions

A new long-range plan for INCOLSA in cooperation with a new planning document from the Indiana State Library (Appendix D Table II) should be developed by 2001. A key document for this process, along with this report, should be the 1992 recommendations from Mason and Associates (Appendix D Tables VI - X).

An essential part of the new plan must be key measures which will be monitored on an annual basis to be communicated across the state in order to inform the INCOLSA membership and State Library of the progress, changes and shifts in services, expenditures, and accomplishments of the state's multitype Library Network.

Subgoal 3.3: Promote the use of new or emerging information technologies which demonstrate promise for improving state resource sharing services.

Objectives:
3.3.1. Identify and evaluate emerging new technologies as to their potential use within the state resource sharing system.
3.3.2. Seek funding for, and deploy, prototype technology projects.

Findings and Conclusions

Project INSPIRE is key evidence that INCOLSA has provided an exciting prototype technology project which will be of great benefit to the citizens of Indiana, especially in rural and small library service areas, and will gain national/international acclaim.

- **Member libraries, in general, perceive INCOLSA's involvement of them in the evaluation of new technologies to be less adequately provided than other services (Table 10).**
- **Libraries in the southeast region tend to be more concerned than other regions that INCOLSA does not provide adequate service in this subgoal (Figure 9).**
- **Large special libraries tend to agree that they have been involved in such evaluations (Figure 20).**

Subgoal 3.4: Promote the development of state, national and international standards and work to promote their use within the Network.

Objectives:

3.4.1. Develop standards and guidelines for network services.

3.4.2. Represent members in the development of national and international standards– and keep them informed through continuing education, communications, and consulting.

Findings and Conclusions

- **Member libraries responding to the 1998 survey tended to perceive INCOLSA is less adequate in provision of the services for this subgoal than provision of other services surveyed (Table 10), and rated these services as important.**
- **Small academic libraries perceived that INCOLSA is less adequate in this subgoal area, and each of the subgoal areas which follow (3.5, 3.6, 3.7), than perceived by other types of libraries (Figure 13).**

Subgoal 3.5: Participate in the development of state and national information policy.

Objectives:

3.5.1. Keep members abreast of research, planning and development efforts made by key players in the information industry.

3.5.2. Represent member libraries with respect to state and national information policy developments.

3.5.3. Host a national information forum in conjunction with the Indiana State Library and other appropriate coalition partners which deals with contemporary information policy issues and brings these to the attention of policy makers and opinion leaders.

Findings and Conclusions

INCOLSA has hosted several recent forums for discussion of information issues pertaining to the state, however these events have been few in number. As the distance education network expands, INCOLSA may consider more frequent production of such forums and may video tape these programs for future access.

- In general, members perceive INCOLSA provides adequate services that keep them informed about state guidelines and policies and less adequate communication concerning national policy developments.

The role for INCOLSA in this subgoal area in relation with the State Library is not clear. Clear initiatives and responsibilities should be identified for the two institutions as they coordinate efforts for a new long-range plan by 2001.

- Several members have expressed that a great deal of material is mailed to them from INCOLSA, more, in their view, than is necessary.

- In addition, some members have expressed that the INCOLSA newsletter does not contain enough information on regional activities or institutions and staff outside of Indianapolis (Table 16).

- While a majority of the newsletter space is devoted to INCOLSA announcements and Board minutes (Table 34), efforts have been made to invite member institutions across the state to submit information for the newsletter and efforts are likely to continue to find feature stories concerning staff and activities of libraries outside of Indianapolis.

- The new Membership Advisory Council (MAC) has made recommendations for improving the communication and interaction across the state (Table 32).

- It should also be noted, however, that expression of these concerns seems to come from a small portion of the membership.

INCOLSA's newsletter and Web Site are professionally designed, graphically pleasing, cost-efficient and serve the key purpose of providing the necessary documentation to members concerning INCOLSA actions and policies. INCOLSA should consider providing links from its Web Site to current grant opportunities and successful grant applications.

Subgoal 3.6: Act as an advocate for libraries and end users at the local, state, and national levels.

Objectives:

3.6.1. Seek opportunities to affirm and/or to testify for users' information needs.

3.6.2. Educate the public and policy makers on the role and societal benefits of strong libraries.

3.6.3. Monitor groups setting policy.

Findings and Conclusions

- **Academic, public and special libraries (Figures 3, 4, 6) responding to the 1998 survey tend to perceive INCOLSA's attempts to educate the public and policy makers on the role and societal benefits of strong libraries as being substantially lower than the importance the libraries place on such efforts.**

The exact role INCOLSA should play, however, is not clear in any mission or policy statements and it may be that the lead in these efforts should be taken more by the State Library as recommended in 1992 in the Mason report (Appendix D Table X).

Subgoal 3.7: Cultivate information partnerships with libraries, civic, business, education and government groups.

Objectives:

3.7.1. Work with libraries, the Indiana State Library, and other state and national library groups to demonstrate the importance of meeting contemporary information needs.

3.7.2. Develop alliances with other organizations, funding bodies, and government agencies for the benefit of libraries.

Findings and Conclusions

- **The Membership Advisory Council (MAC) should be given more support and a greater role to play in improving relationships between the central and the regional offices.**

- **In general, the membership agrees INCOLSA cultivates information partnerships and that such actions are important (Table 8).**

Several survey respondents and regional focus group participants commented that they were having difficulty identifying whether certain of the services that they being asked about were actually being provided by INCOLSA or by the Indiana State Library. When this issue was raised with the ISLAC focus group, they felt that such confusion was probably a good thing. Their general opinion was that networking in the state is only strengthened by this blurring of the lines of responsibility and action between INCOLSA and the State

Library. It demonstrates that Indiana is indeed nearing its goal of a single, seamless, cooperative statewide network. Too much seamlessness may not always work to the advantage of INCOLSA, however.

For example, a survey respondent from a small school library in the central region of the state expressed a degree of outrage at the survey questions, which were perceived to be: "worded to give credit for any library progress to INCOLSA. I strongly object to this wording because I'm aware that the state library & federal funding, ILA/ILF, have done a lot of the work that you appear to attribute to INCOLSA. When I know that, for example, ILF is responsible for public awareness promotion of information services, then I refuse to credit their labor to INCOLSA."

CONCLUDING OBSERVATIONS

Indiana is home to one of the leading multitype library networks in the nation. Over the past two decades, the state has provided networking funds (Tables 35, 36), and professional librarians across Indiana have committed themselves to the concept of voluntary cooperation in the provision of quality services – two circumstances which have led to the creation of a dynamic statewide Library and Information Network (Tables 30, 31).

- **In a cost-efficient manner, the vastly different needs of nearly 750 library institutions are met annually (Table 37, Figure 22).**
- **INCOLSA, following extensive restructuring in 1994, continues to provide all of its member libraries with a useful mix of the network, resource development, and resource sharing services and initiatives that enables each to better serve the library needs of its end users. (Especially remarkable is that the transition was accomplished with no additional state operating money beyond that which had been authorized to collectively fund the ten formerly autonomous ALSAs.) As to be expected, however, there are service areas in which improvements still need to be made; and there are troublesome issues yet to be resolved.**
- **Total INCOLSA membership remains steady and is representative of over 90% of the library institutions in Indiana (Table 23).**

From all indications, the voluntary reorganization plan that established INCOLSA provided a solid, viable basis on which to continue building and strengthening Indiana's statewide library and information network. Or, as one respondent noted, "The statewide merger was clearly the right choice, and even though the transition was a little rocky, I believe member support and trust are slowly returning and INCOLSA is on a nice upward trend. May it continue indefinitely!"

Another respondent described the results of the merger in this way: "First and foremost INCOLSA became one organization under the leadership of Millard Johnson and the INCOLSA staff. This merged organization made it possible to analyze services and their costs more carefully than ever before. Many duplicated services were eliminated and

new initiatives begun to provide UNIFORM statewide service. (Careful examination of services showed that there was a considerable discrepancy in the level of service provided by various ALSAs.)"

FUTURE DIRECTIONS

Participants in the evaluation study were asked to give their suggestions as to what INCOLSA's service and program agenda for the future should include. For the most part respondents tended to request that INCOLSA continue to provide and Improve existing services. For example,

- **21 respondents to the membership survey felt that the continuance and further development of INSPIRE should be considered a top priority;**
- **20 respondents mentioned the importance of continuing education and workshops;**
- **17 asked that emphasis be placed on continued development of resource sharing and interlibrary loan initiatives and that the Wheels delivery system be continued;**
- **14 asked for additional technical support or guidance; and**
- **12 mentioned OCLC services as a continuing priority.**

The survey comments are provided in Appendix C. A few examples are given below:

> "Provide consistent reliable technical advice to libraries who do not have access to this [assistance] within their own organizations"
>
> "Find ways to define the technology needs and vision for all types of libraries"
>
> "Provide automation advice to small libraries such as church and synagogue libraries, historical societies, etc."
>
> "Improvement in offering OCLC services - more timely responses to customer questions and requests for changes in services or additional services"
>
> "Basic services re OCLC should continue, as they form the foundation of our bibliographic database"

The ISLAC focus group session and the email responses from selected key individuals also provided opinions about which INCOLSA services should be maintained and strengthened, and about additional areas that the Network should include among its future priorities.

- **The focus group members expressed the need for an open, broadly participatory, planning process with as much membership involvement as possible in order to fully address the wide diversity of member needs.**
- **It was suggested that INCOLSA should encourage more networking among member libraries, perhaps by instituting a program through which larger**

libraries would agree to partner and mentor smaller ones.

- This group also thought that INCOLSA should explore ways to contain technical staff costs, yet provide direct technology assistance to smaller libraries. Outsourcing was suggested as an option to investigate (e.g., contracting with reliable local individuals or firms to deliver basic level installation, maintenance, and troubleshooting services to nearby groups of smaller member libraries).

The focus group included the following among the service areas that should be retained or developed as INCOLSA priorities:

- training and continuing education (A formalized train-the-trainers approach to supplement continuing education workshops and distance learning was recommended as a partial solution to the issue of providing continuing education and technology training opportunities on a local or regional basis);
- reference and resource sharing;
- the continued development of INSPIRE; and
- the exploration of other Internet projects that may have potential application to statewide networking issues.

The notion was expressed that INCOLSA might use its Web Site as a virtual reference desk for member libraries needing assistance with user questions. It was also noted that the Web Site could be used to increase the visibility of the INCOLSA staff and field representatives by including pictures of each one, with contact information and links to email addresses. (The pictures would presumably add a face to the name and help overcome the impersonal element inherent in electronic communication.)

Long-time key players in statewide networking also provided their suggestions about future directions. One individual observed that resource sharing should remain the number one priority, but that the concept should be extended beyond interlibrary loan and shared databases:

> "Libraries spend 60% (and for schools maybe 85%) of their budgets on staff and the network has not yet maximized its potential to help libraries develop staff .... There will be an important, but different, role for INCOLSA to play when libraries begin to imbed their professional development into their work day and their standards and to evaluate performance against customer expectations."

Another key player emphasized that "Staff development and support of technology for libraries must continue to be addressed. We have made some efforts in this regard, but I believe more needs to be done. I also believe it is very important for the types of library councils, the regional councils and the Member Advisory Council to continue to define their roles and to become strong entities within INCOLSA if we are to reach our full potential as a multitype library network."

Additional areas that were recommended for emphasis over the next several years were the development of strategic partnerships, the improvement of

communication between INCOLSA and its members, and the promotion of public awareness of INCOLSA beyond the library community.

> "In the past three years, INCOLSA has developed vastly improved working relationships with the State Library, ILF, Pony Express and maintained those with OCLC and Brodart. In the future, INCOLSA should seek out strategic partnership opportunities with the school and business communities and maybe others."
>
> "I think INCOLSA is in good touch with some members and has an appropriate mix of services for them, so that they get their money's worth. There are many others who do not use many services and seem to me to be on the fringe (if not over the border) of INCOLSA's awareness. They're not too interested and never attend meetings, probably don't read the mailings, and don't use ILL delivery, etc. (although I don't know if INSPIRE is helping). I think INCOLSA should endeavor to reach out and find ways to develop a relationship with these members."
>
> "The rest of the world doesn't know much about the network and INSPIRE is a great opportunity to tell INCOLSA's story."

As INCOLSA begins a new planning cycle, it should take note of the perceptions reflected in the above suggestions and comments. In addition to the recommendations that were included in the previous discussion of the findings, there are several areas for future action that the evaluators would like to especially highlight.

AREAS FOR FUTURE ACTION

It is recommended that INCOLSA develop and incorporate into its future plans a set of specific measures of network performance and member usage that will be useful in subsequent performance evaluations. Not only are such benchmark performance measures necessary as a starting point in comparing progress or improvement from year to year, but they are also a means of assessing the extent to which members' and others' perceptions of the network's performance are supported by statistical data. Such usage statistics are also obviously helpful in demonstrating the benefits of the network relative to its costs to the taxpayer.

With INSPIRE still in the early stages of implementation, INCOLSA should begin collecting as many software generated statistics of its use as possible to serve as benchmark data. Statistics measuring access and use of the Network's Web Site, particularly with regard to any member services or information links that may be available via the Site, should also be collected.

As field representatives visit member libraries, each should be seeking the same information with respect to member library use of and satisfaction with specific Network services. In addition to obtaining information on the members' service needs, one of the aims should be to collect the same data about a given set of services in the same way across all regional areas. Unless every field liaison asks the same set of questions during each visit, the kind and amount of information available will not be consistent or comparable. Instructions for collecting various measures should be developed, so that the method of measuring various services is consistent from year to year and from member library to member library, regardless of which field liaison collects the information.

In addition, it is recommended that INCOLSA develop satisfaction and other qualitative and quantitative measures for the member libraries to collect regarding the needs

of their end users, their use of INCOLSA services, and their end users' satisfaction with the services. Obviously, it will not be easy to convince those member libraries that do not currently use performance measures to buy into the notion that the collection of such measures will not only aid INCOLSA in its planning and evaluation, but will also aid the member library in identifying the library and information needs of its local users and in assessing how well it is meeting those needs. It may be that INCOLSA should seek the cooperation of the Indiana State Library, the Indiana Library Federation, local chapters of other library associations (e. g., the Special Library Association), etc., to promote the local collection and use of appropriate performance measures.

A common finding emerged from both the survey and focus group response data: A number of member libraries are confused about the respective roles and responsibilities of the State Library and INCOLSA in the funding, planning and delivery of Network services. The membership should be made more aware of how the roles of the two entities are sometimes separate and how they sometimes interrelate. This relates to the need for INCOLSA to more clearly identify itself as the statewide Network, as separate from the many other organizations and entities with which it forms cooperative partnerships on behalf of the membership.

In addition, this confusion supports the suggestion that there are potentially serious communication problems between INCOLSA and its members that should be addressed. Although INCOLSA uses a combination of print and electronic communication channels to reach its membership, apparently some member libraries do not take the time to read the communications; some do not understand the information; and some do not see the relevance to their libraries, so even a communication that is read may be immediately dismissed and forgotten.

Although some member libraries may feel that resource sharing, reference assistance, or document delivery were more effective when these were provided by their regional ALSAs, it is important that INCOLSA not feel so constrained by such perceptions that it concentrates its efforts on improving existing (i.e., traditional) methods of delivering these services, when it might better look in the direction of INSPIRE and additional Internet-based initiatives for the future of resource sharing.

Perhaps the most valuable resource sharing service INCOLSA could provide to member libraries without Internet connections would be to help them identify and tap appropriate funding sources. All Indiana libraries must have Internet connectivity so that there will be no broken links in the statewide electronic network. As long as there are local libraries that are unable to connect their users to electronic information, the goal of extending the best library and information services to every resident of the state will remain elusive.

It is recommended that INCOLSA incorporate the following into its future planning:

- **development and implementation of quantitative and qualitative methods to measure and analyze Network services and user / nonuser needs**
- **more clearly defined responsibilities and goals between INCOLSA and the State Library**
- **keeping on track with the evolution of resource sharing and information access in the electronic information age; future services may relate more to information use than to information access**

DATA SECTION

In this section are presented (1) quantitative data from the membership survey, Network usage reports, INCOLSA Liaison field reports, and other Network documents; and (2) qualitative data obtained from survey comments, focus groups, and email surveys of long-time key players in Indiana Networking endeavors.

Graphic Displays of the Data

As discussed earlier, there was a sufficient survey response rate to allow several subgroups to be identified and analyzed separately. Therefore, in addition to analyzing the combined data from all of the responding libraries, we were also able to look at responses by type of library, by size of the operating budget within each library type, and by geographic region.

It was determined that graphs of the various frequency distributions found among respondent perceptions of INCOLSA's services and their importance would serve as an efficient means of displaying what has turned out to be a considerable amount of information. Graphs also have the advantage of allowing any trends within the data to be easily observed and identified.

The following pages consist of a series of line graphs, some of which compare a particular distribution of Perception data with a corresponding distribution of Importance data. Others show only Perception responses or only Importance responses as they are distributed among types of libraries, sizes of libraries, or regions. All but the first two graphs (figures 1 and 2) illustrate distributions found within the various subgroupings. The initial two figures map overall Perception and Importance data.

The figures used to display the data in this section should be fairly easy to read; however, it should be pointed out that the numbers across the bottom of the graphs represent the statements in the order in which they appeared in the survey. An identification key accompanies each figure indicating how various line formats should be interpreted. In addition, the figures are followed by a few brief notes intended to highlight certain trends that appear in the data, particularly those that seem to be associated with library type, size, or region.

FIGURE 1.

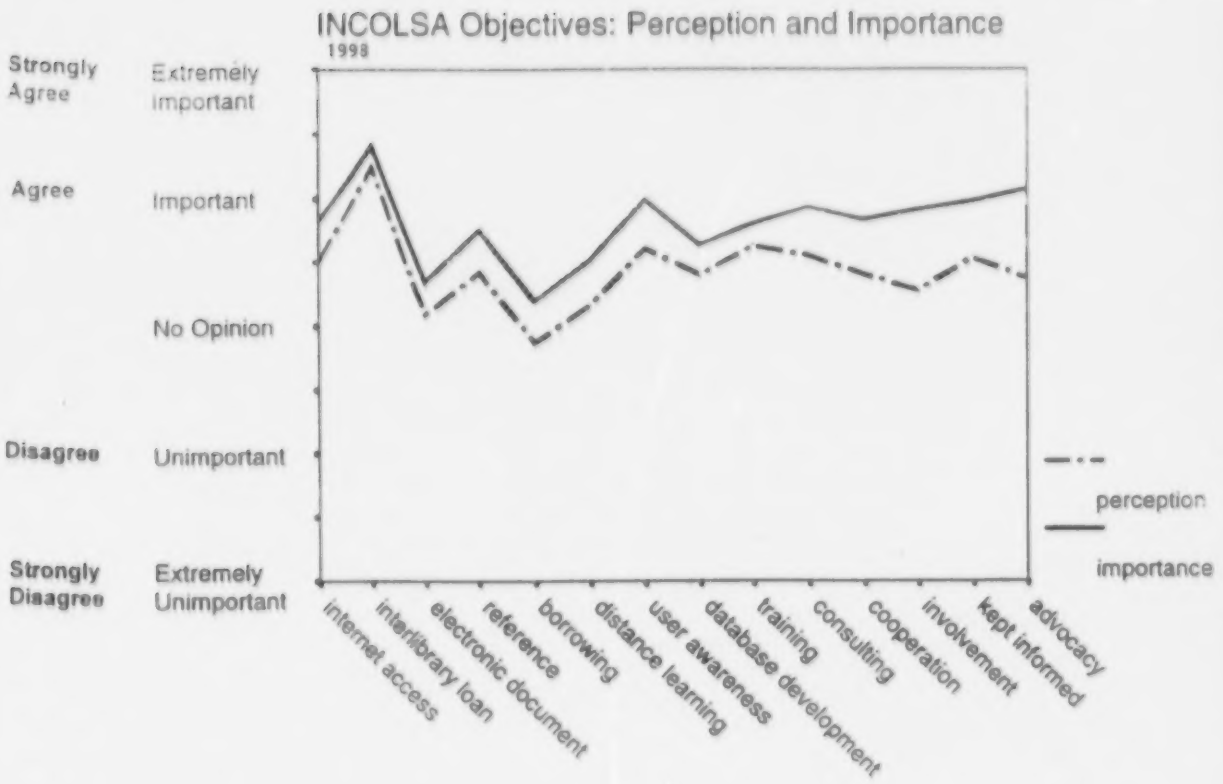
INCOLSA Objectives: Perception and Importance
1998
Strongly Agree
Agree
Disagree
Strongly Disagree
Extremely important
Important
No Opinion
Unimportant
Extremely Unimportant
perception
importance
internet access
interlibrary loan
electronic document
reference
borrowing
distance learning
user awareness
database development
training
consulting
cooperation
involvement
kept informed
advocacy

FIGURE 2.

INCOLSA Service: Perception and Importance

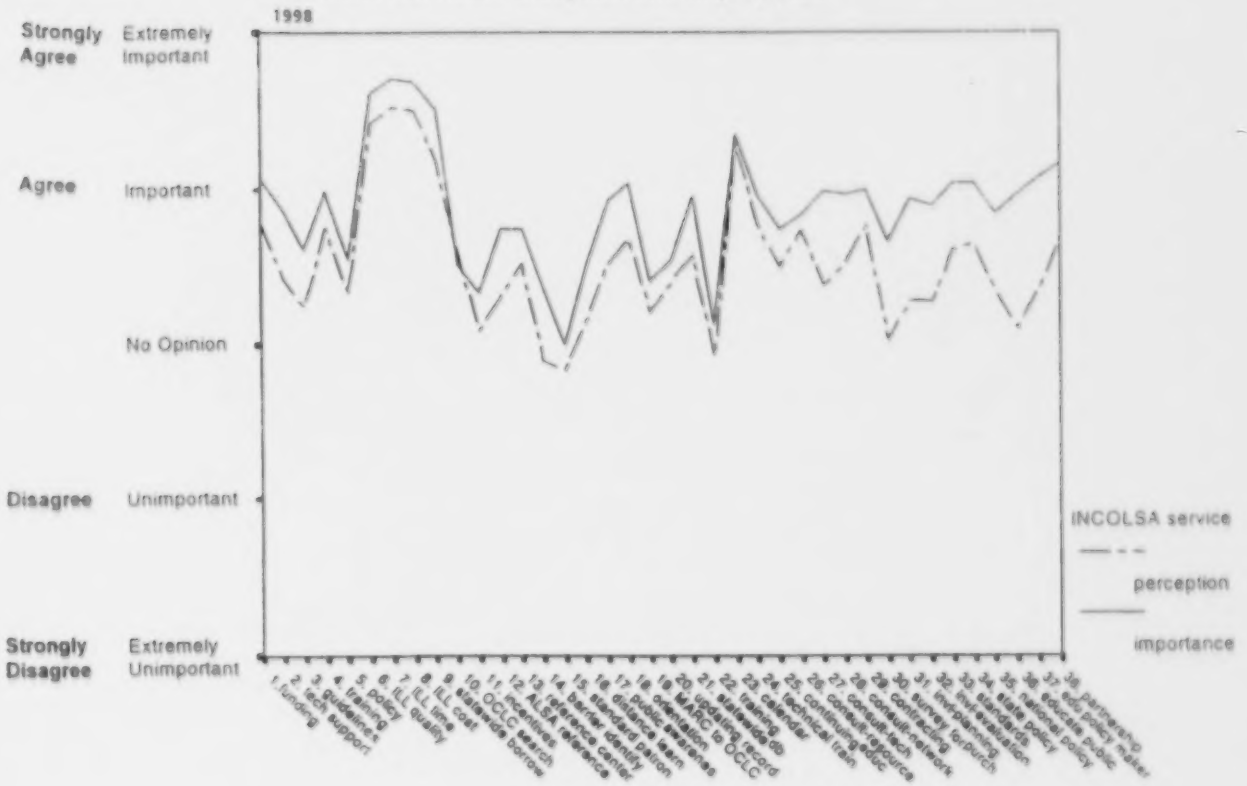

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Table 7
Services Membership Agrees are Provided by INCOLSA and are Extremely Important
Membership Survey on 38 Services, 1998
n=238

Service	Perception Mean	Importance Mean
6. Maintains quality ILL services.	4.45	4.63
8. Promotes cost-efficient delivery of ILL materials.	4.41	4.64
7. Provides timely delivery of ILL materials	4.35	4.68
9. Provides a statewide borrowing program	4.34	4.50

Selected comments:

"We really appreciate INCOLSA!!! As a matter of fact, we do not see how we could survive without INCOLSA's services. We make extensive use of interlibrary loan and other services since we do not have the budget to support our needs."

"The Wheels delivery service is the best thing the INCOLSA ever did!!"

"Continuation of support for ILL, Wheels, and OCLC cataloging activities..."

Table 8
Services Membership Agrees are Provided by INCOLSA and are Important
Membership Survey on 38 Services, 1998
n=238

Service	Perception Mean	Importance Mean
23. Provides an adequate calendar of continuing education	4.07	4.31
24. Provides advanced technical training opportunities	3.87	4.00
29. Manages and evaluates appropriate cooperative contracting	3.82	4.16
38. Establishes partnerships and alliances	3.77	4.25
1. Sought funding to expand Internet access	3.70	4.20
4. Provides training programs in telecommunications and Internet	3.70	3.95
34. Keeps library informed of state information policies	3.60	4.02
26. Provides adequate consulting services in resource sharing	3.53	3.95
13. Developed centers for reference excellence	3.53	3.86
21. Increased programs and incentives to participate in state database	3.50	3.98
17. Promoted public awareness of wide array of information services	3.50	3.91

Selected comments:

"Continued consultation on resource sharing, cataloging, information access, equipment, etc. The individual consultation is important."

"Workshops (micro applications, LAN, Internet) are excellent. Continue to provide these."

"Sustain and enhance professional development and training opportunities. Offer learning opportunities across the state (preferably not through teleconferencing)."

"All your questions regarding continuing education speak of 'distance' learning. It would be nice to have more 'local' opportunities like the ALSAs provided."

"INCOLSA provides timely, outstanding reference service in filling interlibrary loan requests. Staff have always been friendly, pleasant, and helpful, and have suggested other resources when they could not fill our requests. It is the feeling of teamwork and cooperation that makes it a pleasure to work with INCOLSA."

Table 9
Services Membership Agrees are Provided by INCOLSA but may have Less Importance than Most Services
Membership Survey on 38 Services, 1998
n=238

Service	Perception Mean	Importance Mean
10. Provides access to OCLC FirstSearch	3.61	3.37

"Improvement [is needed] in offering OCLC services – more timely responses to customer questions and requests for changes in services or additional services."

Table 10
Services Membership Perceives to be Provided Less Adequately than Most Services and are of Importance
Membership Survey on 38 Services, 1998
n=238

Service	Perception Mean	Importance Mean
18. Encourages and assists in the training of use of Network services	3.47	4.09
37. Educates key policy-makers on benefits of strong libraries	3.44	4.12
25. Provides access to continuing education programs through DE	3.43	3.68
28. Provides adequate consulting services in use of network programs	3.41	3.95
12. Redesigned ALSA reference services which assure assistance	3.39	3.84
33. Developed and made aware of standards and network guidelines	3.39	3.95
2. Maintained and expanded technical support for Internet access	3.30	3.96
35. Keeps library informed of national information policies	3.23	3.81
27. Provides adequate consulting services in new technologies	3.22	4.00
20. Helps maintain currency and accuracy of electronic information	3.21	3.63
16. Provided adequate distance education learning opportunities	3.17	3.56
31. Involved library in planning for statewide network development	3.13	3.83
5. Develops and provides model policies in Internet access	3.08	3.63
32. Involved library in evaluation of new technologies	3.06	3.85
36. Educates key policy-makers on benefits of strong libraries	3.03	4.12
3. Provided guidelines which assist in equipment purchases	2.99	3.61
30. Surveys to determine new products and services for coop purchase	2.86	3.77

Selected comments:

"Lobby for state support for programs that enhance cooperative projects"

"Facilitate statewide cooperation between all sizes and types of libraries."

"Continue to promote Internet accessibility for smaller libraries."

"Through e-rate efforts may help us – we need to make sure that people across the state have access to the Internet and adequate training to use it."

"Educate the public and lawmakers on the importance and benefits of strong libraries."

Table 11
Services Membership Perceives to be Provided Less Adequately than Most Services and are Less Important than Most Services
Membership Survey on 38 Services, 1998
n=238

Service	Perception Mean	Importance Mean
19. Helps to facilitate the conversion of records in MARC onto OCLC	3.17	3.44
11. Provides incentives for delivery of electronic documents	2.84	3.23
14. Identified barriers in reciprocal borrowing	2.68	3.37
22. Provides training for leadership role in community internet	2.60	3.05
15. Investigated potential for standard patron record	2.41	2.92

Selected comments:

"Provide more for the small library who doesn't have OCLC. OCLC is always being pushed. There is a life without OCLC!!"

"So many of the questions [on the survey] did not seem to apply. Many of them seemed to apply more to the State Library than they do to INCOLSA. If all of these things the survey asked about are really included in INCOLSA's mandate, perhaps they should not be. Again INCOLSA seems to be doing too wide a variety of things. They should define and narrow their mission and perhaps some of these things, ...would be better done by the State Library."

FIGURE 3.

INCOLSA Service: Academic Libraries

n=35

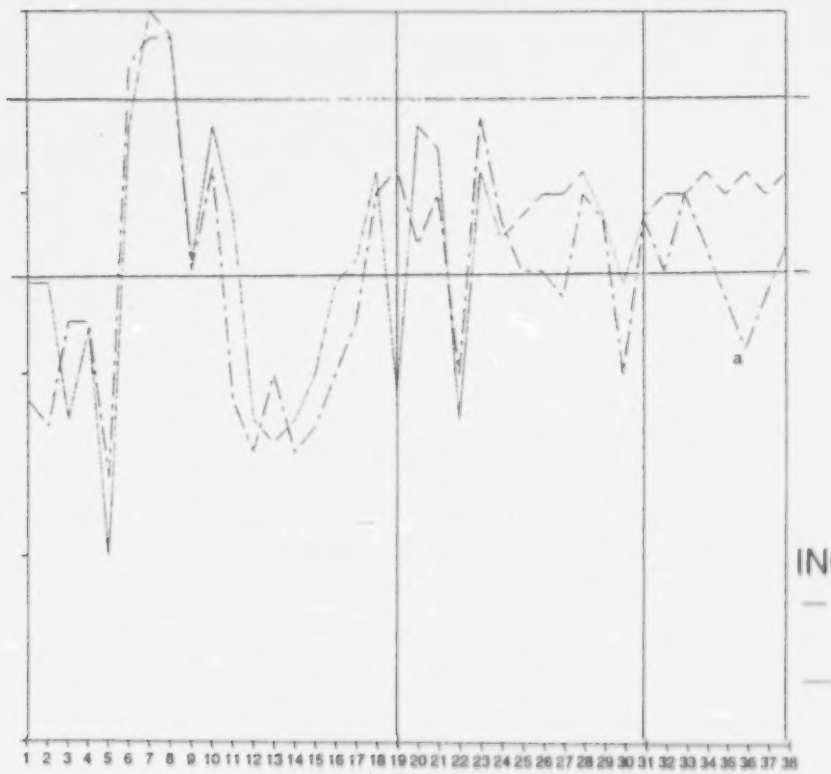


FIGURE 4.

INCOLSA Service: Public Libraries

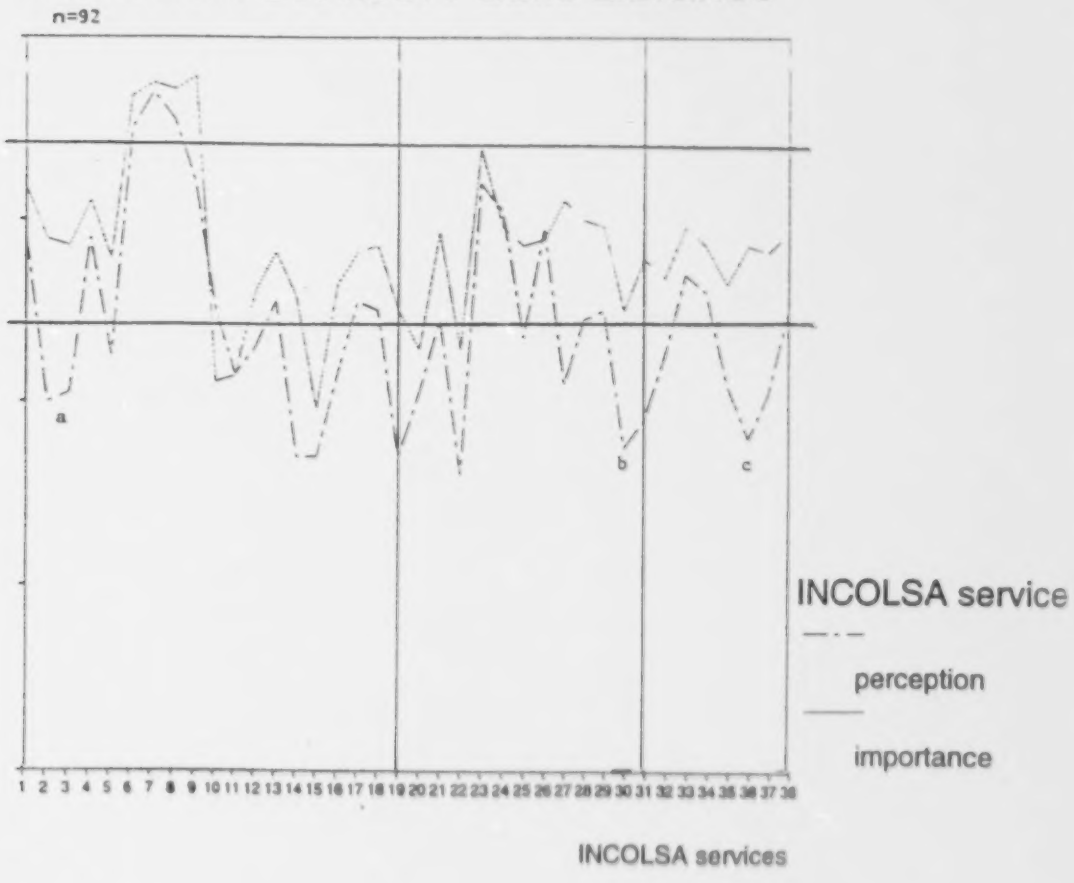


FIGURE 5.

INCOLSA Service: School Libraries

n=86

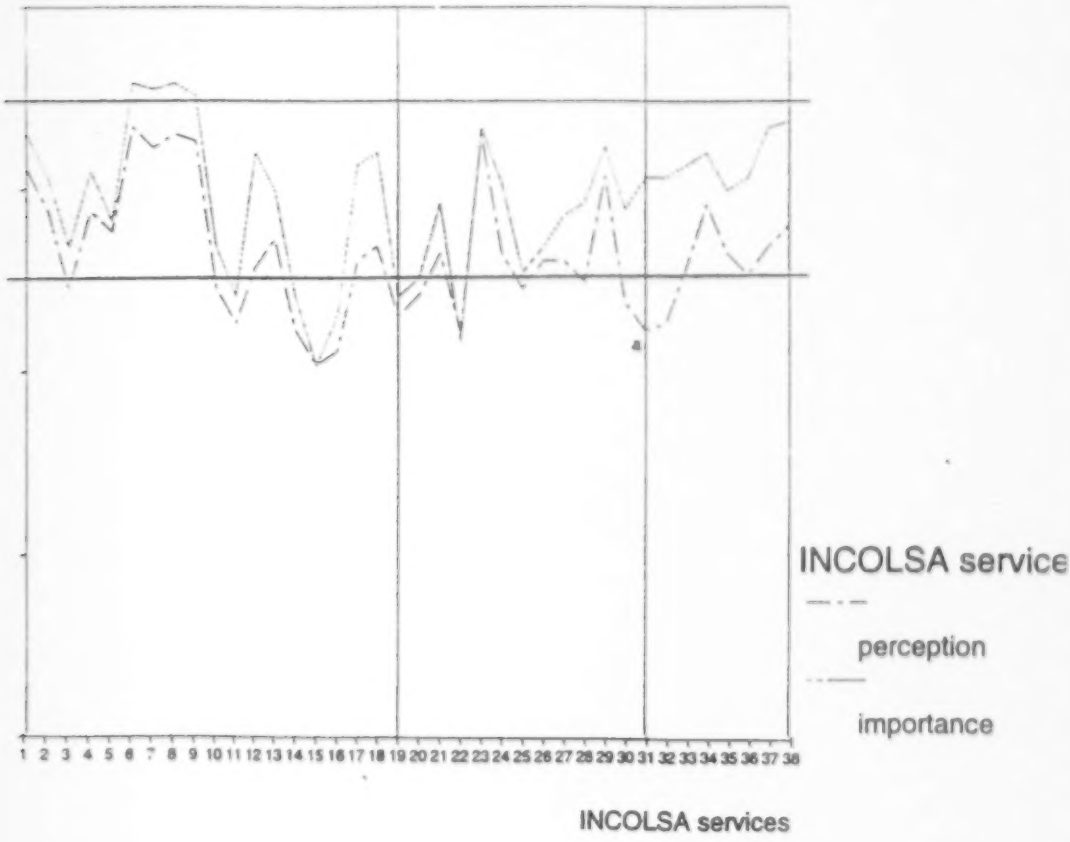
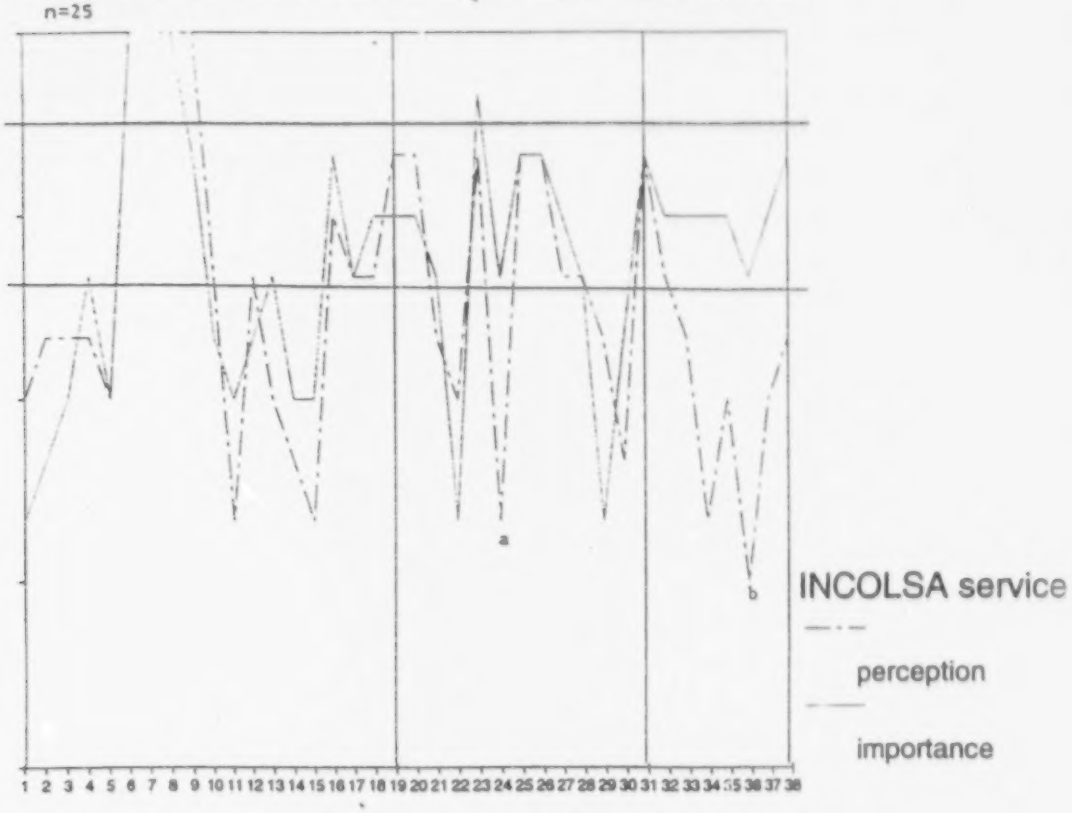


FIGURE 6.

INCOLSA Service: Special Libraries

n=25



Figures 1, 2, 3, 4, 5, 6 Notes
38 INCOLSA Services Measured
by Membership Perspectives on
Provision of Service and Importance
of Service, 1998

Figure 1 illustrates the average ratings for perception and importance from the total membership (238 of 744) responding to the survey in March/April 1998. The 38 services have been condensed to reflect 14 broad INCOLSA objectives. In general, the figure illustrates these objectives are perceived as being met by INCOLSA and that the objectives are important to the members. Consistently, the importance of the objectives received slightly higher ratings than did the adequacy of INCOLSA's provision of the service.

Figure 2 illustrates the average ratings for perception and importance from the total membership concerning 38 specific service areas identified in the 1994 Plan. These 38 were selected as representative of the key services identified for INCOLSA to continue to provide or to begin providing as a result of the 1994 plan.

Generally, INCOLSA provision of services matches the general membership perception of the importance of the services. Areas such as interlibrary loan and continuing education received ratings which reflected agreement that those areas are provided adequately and are extremely important. Other areas such as policy development , reference services, assistance with MARC records, and consultating services received ratings supporting adequate provision of service and membership ratings of being important. Service areas representing development of standards, state and national information policy communication, educating the public and key-policy makers about the need for strong libraries, and creating partnerships across the state tended to receive higher ratings of importance and ratings of less adequate performance by INCOLSA than given for most other services.

Detailed comparisons by type of libraries, regions, and size of libraries served are provided in additional figures and notes. Figure 2 illustrates INCOLSA does provide adequate, important services which seem to meet the needs of a diverse library population in a state multi-type network. Various degrees of difference among those types of libraries are illustrated in figures which follow.

Figure 3 illustrates, in general, academic library members find those services INCOLSA delivers to be of importance, and those services which may be less adequate for academic libraries to also be of less importance to them. Point "a" indicates a slight gap between the importance academic libraries seem to place on educating the public on the role and societal benefits of strong libraries and the perspective from academic libraries that INCOLSA tends not to provide fully adequate services in this area.

Figure 4 illustrates, in general, public library members find those services INCOLSA

delivers to be of importance. Public library members rated INCOLSA slightly lower in adequate provision of some services and yet rated those services as important. These services included maintaining and expanding support for the library's use of the Internet, surveying the libraries to determine new products that could be purchased cooperatively, and INCOLSA's role in educating the general public on the societal benefits of strong libraries.

Figure 5 illustrates school library members tend to find the services provided by INCOLSA to be important and adequately provided. Responding school libraries placed importance on being involved in planning for a statewide network, but the average of the ratings from this group indicate that they may feel INCOLSA is not providing adequate involvement for them.

Figure 6 illustrates special library members, in general, find most of those services which are of importance to them to be adequately provided by INCOLSA. Special libraries tended to rate two areas higher in importance than the adequacy of the service provided by INCOLSA. Those services are provision of advanced technical training opportunities and educating the public on the societal benefits of strong libraries.

FIGURE 7. Key Points of Difference in Perception of INCOLSA Services by Type of Library

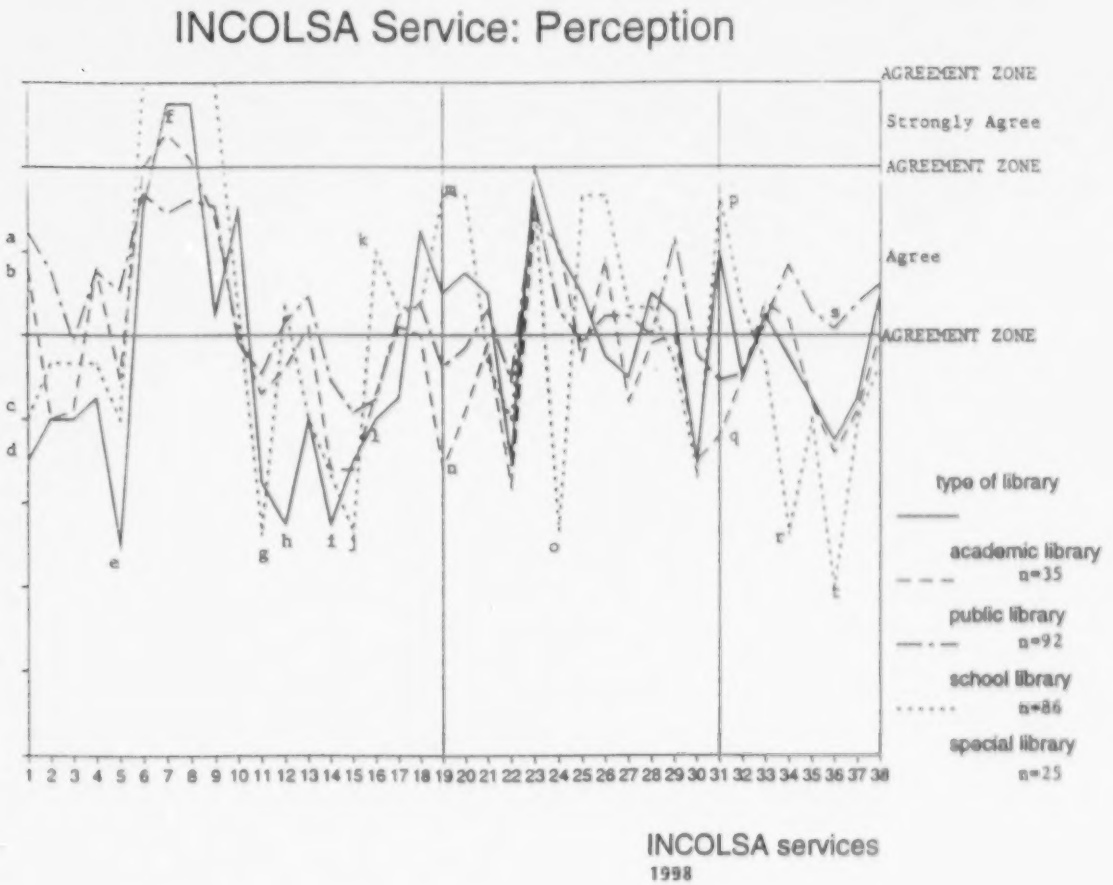


Figure 7 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Type of Library
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
   a. and b. school and public libraries fall within the agreement zone
   c. and d. special and academic libraries fall below the agreement zone

5. INCOLSA develops and provides model policies to guide your library in Internet access.
   e. academic libraries fall substantially below other types of libraries and tend to disagree with the statement; school libraries tend to agree with the statement

6. INCOLSA maintains quality ILL materials to your library.
7. INCOLSA promotes timely delivery of ILL materials to your library.
8. INCOLSA promotes cost-efficient delivery of ILL materials to your library.
   f. all types of libraries have average ratings for all three services high within the agreement zone.

11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
   g. special and academic libraries tend to disagree with the statement more so than school and public libraries

12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.
   h. academic libraries tend to disagree with this statement, while all other types of libraries tend to generally agree with it

14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
   i. all types of libraries fall below the agreement zone on this statement and academic libraries seem to disagree with this statement more than other types of libraries

15. INCOLSA has investigated the potential for using a standard patron record with your library.
   j. all types of libraries fall below the agreement zone on this statement and public libraries tend to disagree with this statement than other types of libraries

77

16. INCOLSA has provided adequate distance learning opportunities for your library.
    k. special libraries agree with this statement
    l. academic, public, and school libraries all fall below the agreement zone

II. Resource Development

19. INCOLSA services help to facilitate the conversion of your library records in MARC format onto OCLC.
    m. special libraries tend to agree with this statement
    n. public libraries tend to disagree with this statement

24. INCOLSA provides advanced technical training opportunities.
    o. special libraries tend to disagree with this statement while all other types of libraries tend to agree

III. Network Service

31. INCOLSA has involved your library in planning for statewide network development.
    p. academic and special libraries tend to agree with this statement
    q. school libraries and public libraries fall below the zone of agreement

34. INCOLSA keeps you informed of the development of national information policies.
    r. special libraries tend to disagree with this statement, while all other types of libraries fall within or near the agreement zone

36. INCOLSA educates the public on the role and societal benefits of strong libraries.
    s. school libraries fall within the agreement zone
    t. all other types of libraries fall below the agreement zone with special libraries in disagreement with the statement

Figure 8 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Type of Library
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
    a. school and public libraries tend to agree this is important while academic libraries tend to see less importance
    b. special libraries tend to not see this as an important service

5. INCOLSA develops and provides model policies to help guide your library in Internet services.
   c. academic libraries tend to not see this as an important service while public and school libraries accept it as important

6. INCOLSA maintains quality ILL services to your library.
7. INCOLSA promotes timely delivery of ILL materials to your library.
8. INCOLSA promotes cost-efficient delivery of ILL materials to your library.
   d. all types of libraries see these services as highly important

12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.
13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library.
14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
    e. academic libraries tend to see less importance for these services than do other types of libraries

II. Resource Development

19. INCOLSA services help to facilitate the conversion of your library records in MARC format onto OCLC.
    f. special libraries tend to agree this service is important while academic libraries tend to disagree

22. INCOLSA provides training and assistance which enables your library to take a lead role in establishing a community freenet.
    g. all types of libraries fell below the agreement zone on the importance of this service with special libraries clearly do not agree this service is important

23. INCOLSA provides an adequate calendar of continuing education and training programs.
    i. all types of libraries tend to agree this service is important while special libraries tend to show strong agreement the service is extremely important

29. INCOLSA manages and evaluates appropriate cooperative contracting and procurement opportunities for your library to save money and acquire resources effectively.
    j. all types of libraries are within the agreement zone except special libraries which clearly disagree this service is important

FIGURE 8. Key Points of Difference in Importance of INCOLSA Services by Type of Library

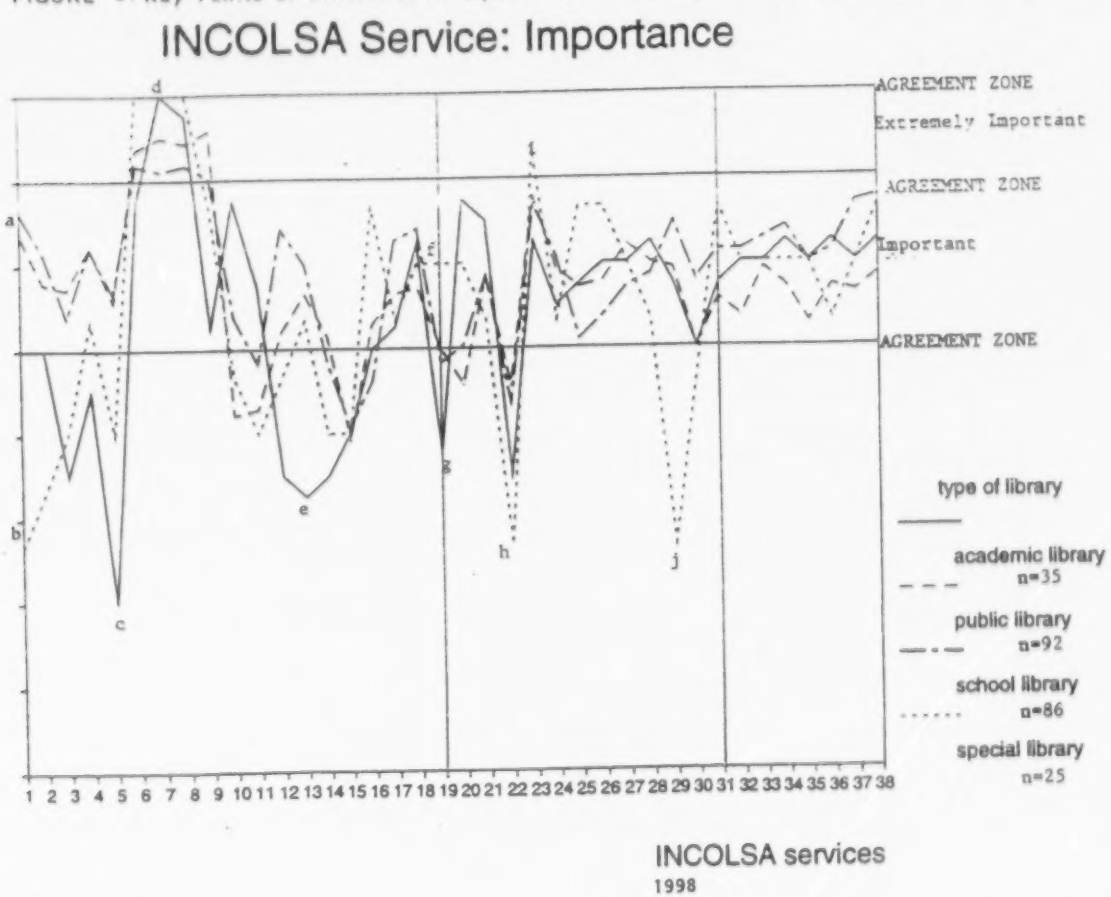


FIGURE 9. Key Points of Difference in Perception of INCOLSA Services by Geographic Regions

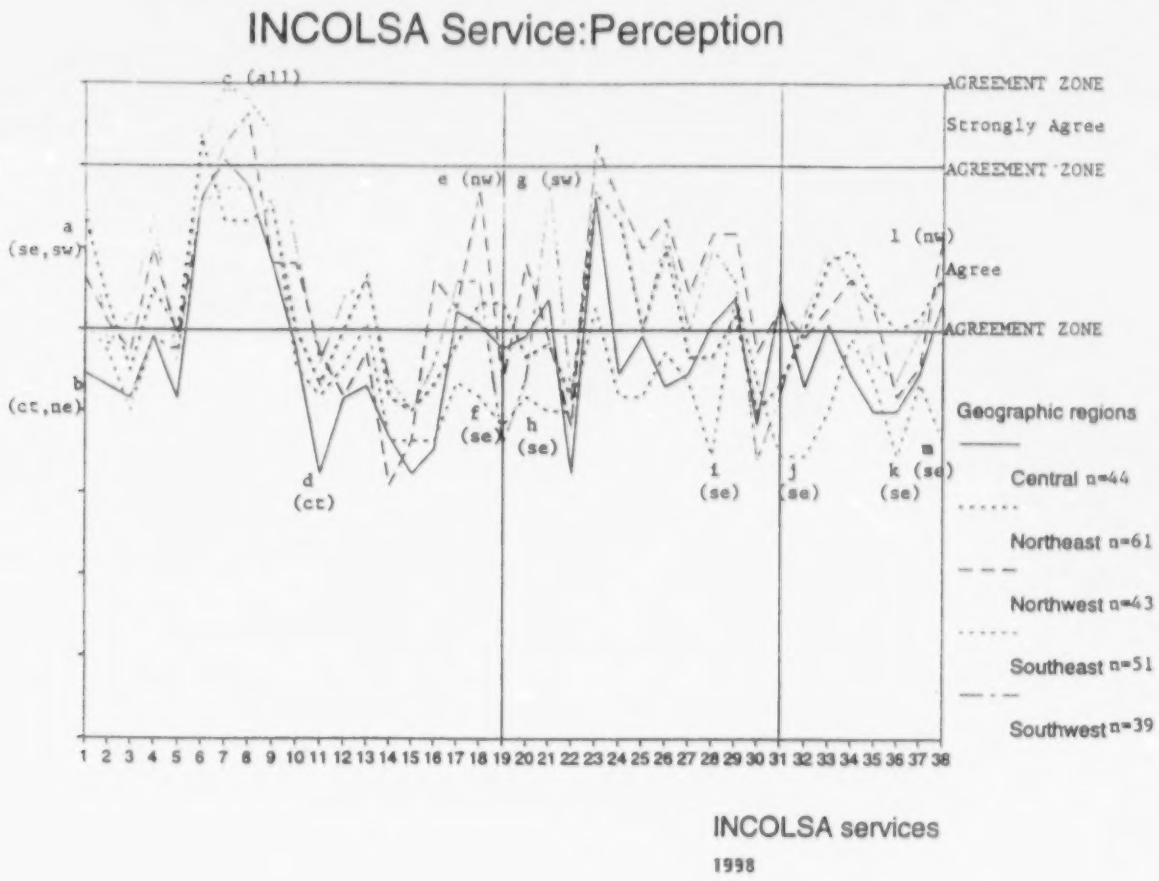
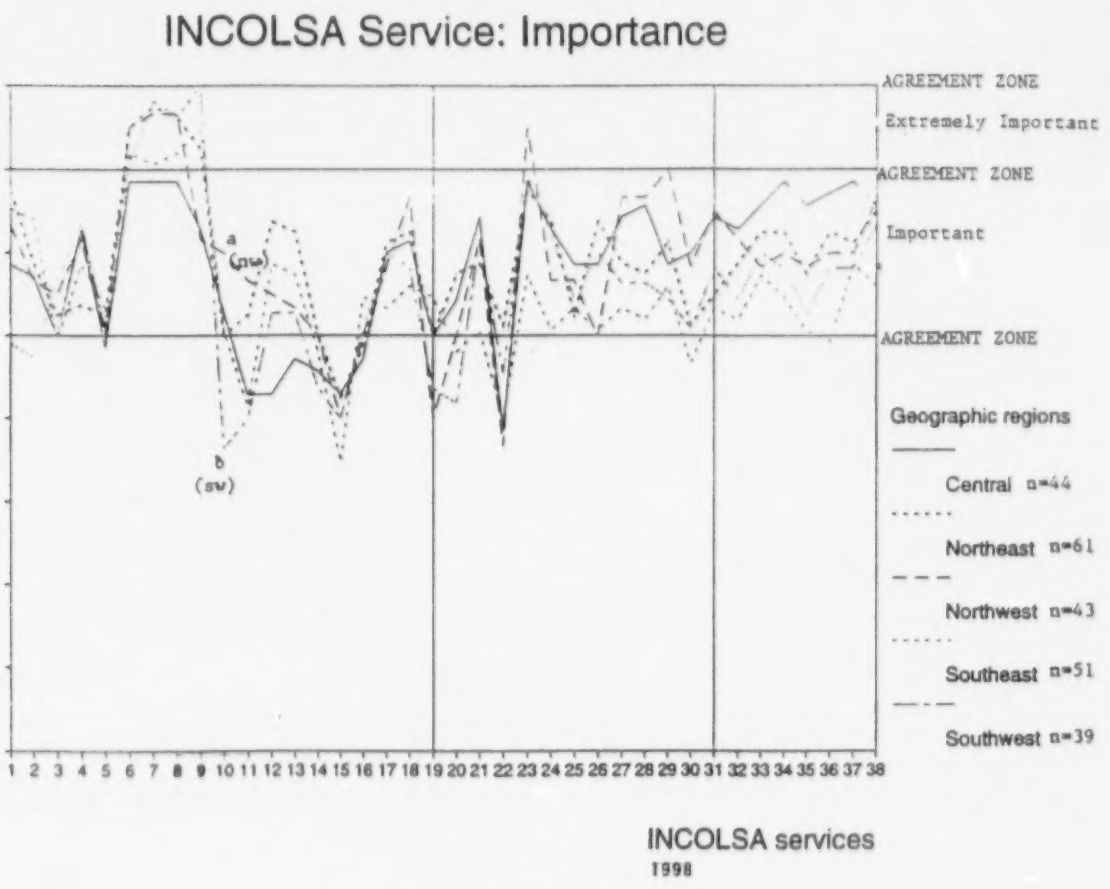


FIGURE 10. Key Points of Difference in Importance of INCOLSA Services by Geographic Regions


INCOLSA Service: Importance
AGREEMENT ZONE
Extremely Important
AGREEMENT ZONE
Important
AGREEMENT ZONE
a (nw)
b (se)
Geographic regions
Central n=44
Northeast n=61
Northwest n=43
Southeast n=51
Southwest n=39
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
INCOLSA services
1998

III. Network Service

All types of libraries are within the agreement zone on importance of all services listed.

Figure 9 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Geographic Regions
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
   a. libraries in the southeast and southwest tend to agree
   b. libraries in the central and northeast fall below the agreement zone

6. INCOLSA maintains quality ILL services to your library.
7. INCOLSA promotes timely delivery of ILL materials to your library.
8. INCOLSA promotes cost-efficient delivery of ILL materials to your library.
   c. libraries in all geographic regions agree or strongly agree that these services are provided

11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
   d. libraries from all geographic regions fall below the agreement zone with libraries from the central region in disagreement with the statement

18. INCOLSA encourages and assists you in provision of the training, orientation, and education necessary to adequately utilize the Network's services.
   e. the libraries in the northwest region clearly agree this service is provided
   f. the libraries in the southeast region fall below the agreement zone

II. Resource Development

21. INCOLSA has maintained and increased programs and incentives which enable your library to participate in statewide database development.
   g. libraries in the southwest region clearly agree this service is provided
   h. libraries in the southeast region fall below the agreement zone

28. INCOLSA provides adequate consulting services to facilitate your library's use of network programs and services.
   i. libraries in the southeast region disagree with this statement

III. Network Service

31. INCOLSA has involved your library in planning for statewide network development.
32. INCOLSA has involved your library in the identification and evaluation of emerging new technologies and their potential use within the state resource sharing system.
    j. libraries in the southeast region tend to disagree with both statements

36. INCOLSA educates the public on the role and societal benefits of strong libraries.
    k. libraries from all regions tend to fall below the agreement zone, with libraries from the southeast in disagreement with the statement

38. INCOLSA establishes partnerships and alliances which benefit your local library.
    l. libraries in most regions, especially the northwest, agree with this statement
    m. libraries in the southeast region fall below the agreement zone

Figure 10 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Geographic Regions
Membership Survey 1998

In nearly all service areas measured, there tended to be no difference among geographic regions in importance of INCOLSA services. Only one slight exception to this statement could be identified.

I. Information Access and Delivery

10. INCOLSA provides adequate access to OCLC FirstSearch.
    a. libraries in the northwest region tend to agree this service is important
    b. libraries in the southwest region tend to disagree this service is important

II. Resource Development

There are no substantial differences among libraries from different geographic regions on these statements.

III. Network Service

There are not substantial differences among libraries from different geographic regions on this statements.

FIGURE 11. Key Points of Difference in Perception of INCOLSA Services by Size of Budget

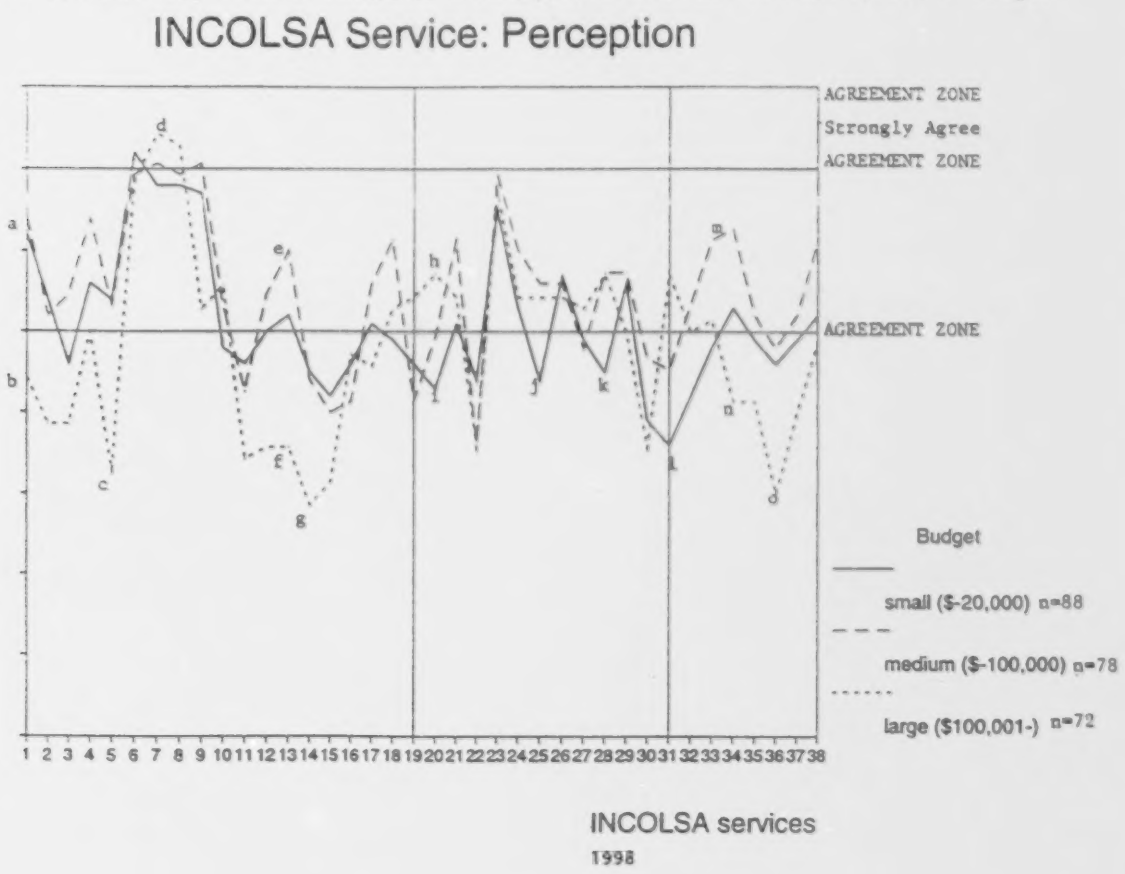


Figure 11 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Size of Budget
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
   a. libraries with a small or medium budget are in the agreement zone
   b. libraries with a large budget fall below the agreement zone

5. INCOLSA develops and provides model policies to help guide your library in Internet access.
   c. libraries with large budgets tend to not agree with this statement

6. INCOLSA maintains quality ILL materials to your library.
7. INCOLSA promotes timely delivery of ILL materials to your library.
8. INCOLSA promotes cost-efficient delivery of ILL materials to your library.
   d. all libraries, regardless of budget size, agree or strongly agree

13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library.
   e. libraries with a small budget and especially libraries with a medium budget tend to agree with this statement
   f. libraries with a large budget tend to disagree with this statement

14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
   g. all libraries fell below the agreement zone, but libraries with large budgets tended to disagree with this statement

II. Resource Development

21. INCOLSA has maintained and increased programs and incentives which enable your library to participate in statewide database development.
   h. libraries with a large budget tend to agree
   i. libraries with a small budget fall below the agreement zone

25. INCOLSA has provided a reasonable opportunity for your library to receive continuing education programs through distance education.
   j. libraries with a small budget fall below the agreement zone, while libraries with a large or medium budget tend to agree with the statement

28. INCOLSA provides adequate consulting services to facilitate your library's use of network programs and services.

k. libraries with a small budget fall below the agreement zone, while libraries with a medium or large budget tend to agree with the statement.

III. Network Service

31. INCOLSA has involved your library in planning for statewide network development.
    l. libraries with a small budget tend to disagree with the statement, while libraries with a medium budget fall slightly below the agreement zone and libraries with a large budget fall within the agreement zone

34. INCOLSA keeps you informed of the development of state information policies.
    m. libraries with a small budget and especially libraries with a medium budget tend to agree with the statement
    n. libraries with a large budget fall below the agreement zone

35. INCOLSA educates the public on the role and societal benefits of strong libraries.
    o. libraries with a large budget tend to disagree with the statement

Figure 12 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Size of Budget
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
    a. libraries with a small budget tend to strongly agree that this is an extremely important service

5. INCOLSA develops and provides model policies to help guide your library in Internet access.
    b. libraries with a medium budget, and especially libraries with a small budget tend to agree this is an important service
    c. libraries with a large budget fall below the agreement zone

11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
    d. libraries with a small budget tend to agree this is important
    e. libraries with a medium budget tend to fall below the agreement zone on the importance of this service

12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.
    f. libraries with a medium budget and especially libraries with a small budget tend to agree this is important
    g. libraries with a large budget tend to fall below the agreement zone on the importance of this service.

II. Resource Development

Libraries with different budget size tend to not differ on statements in this area.

III. Network Service

Libraries with different budget size tend to not differ on statements in this area.

Figure 13 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Size of Academic Library
Membership Survey 1998

I. Information Access and Delivery

2. INCOLSA has maintained and expanded technical support for your library's use of the Internet.
    a. small academic libraries tend to strongly agree
    b. large academic libraries tend to not agree

11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
    c. small academic libraries tend to strongly disagree

12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.
    d. large academic libraries tend to disagree, and small academic libraries tend to strongly disagree

14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
    e. large academic libraries tend to disagree, and small academic libraries tend to strongly disagree

II. Resource Development

19. INCOLSA services help to facilitate the conversion of your library records in MARC format onto OCLC.
    f. medium academic libraries tend to strongly agree
    g. small academic libraries tend to strongly disagree

24. INCOLSA provides advanced technical training opportunities.
25. INCOLSA has provided a reasonable opportunity for your library to receive continuing education programs through distance education.
    h. small academic libraries strongly agree with both statements

26. INCOLSA provides adequate consulting services to facilitate your library's participation in resource sharing.
    i. medium academic libraries tend to disagree with the statement

26. INCOLSA provides adequate consulting services to facilitate your library's participation in resource sharing.
27. INCOLSA provides adequate consulting services to facilitate your library's adoption of new technologies.
28. INCOLSA provides adequate consulting services to facilitate your library's use of network programs and services.
29. INCOLSA manages and evaluates appropriate cooperative contracting and procurement opportunities for your library to save money and acquire resources effectively.
    j. small academic libraries tend to disagree with all four statements

28. INCOLSA provides adequate consulting services to facilitate your library's use of network programs and services.
    k. large academic libraries tend to strongly agree

30. INCOLSA surveys your library to determine new products and services that could be purchased cooperatively.
    l. large academic libraries tend to fall within the agreement zone
    m. small academic libraries tend to strongly disagree

III. Network Service

33. INCOLSA has developed and made you aware of standards and guidelines for network services.
34. INCOLSA keeps you informed of the development of state information policies.
35. INCOLSA keeps you informed of the development of national information policies.
36. INCOLSA educates the public on the role and societal benefits of strong libraries.
37. INCOLSA educates key policy-makers on the role and societal benefits of strong libraries.
    n. small academic libraries tend to strongly disagree with all five statements

FIGURE 12. Key Points of Difference in Importance of INCOLSA Services by Size of Budget

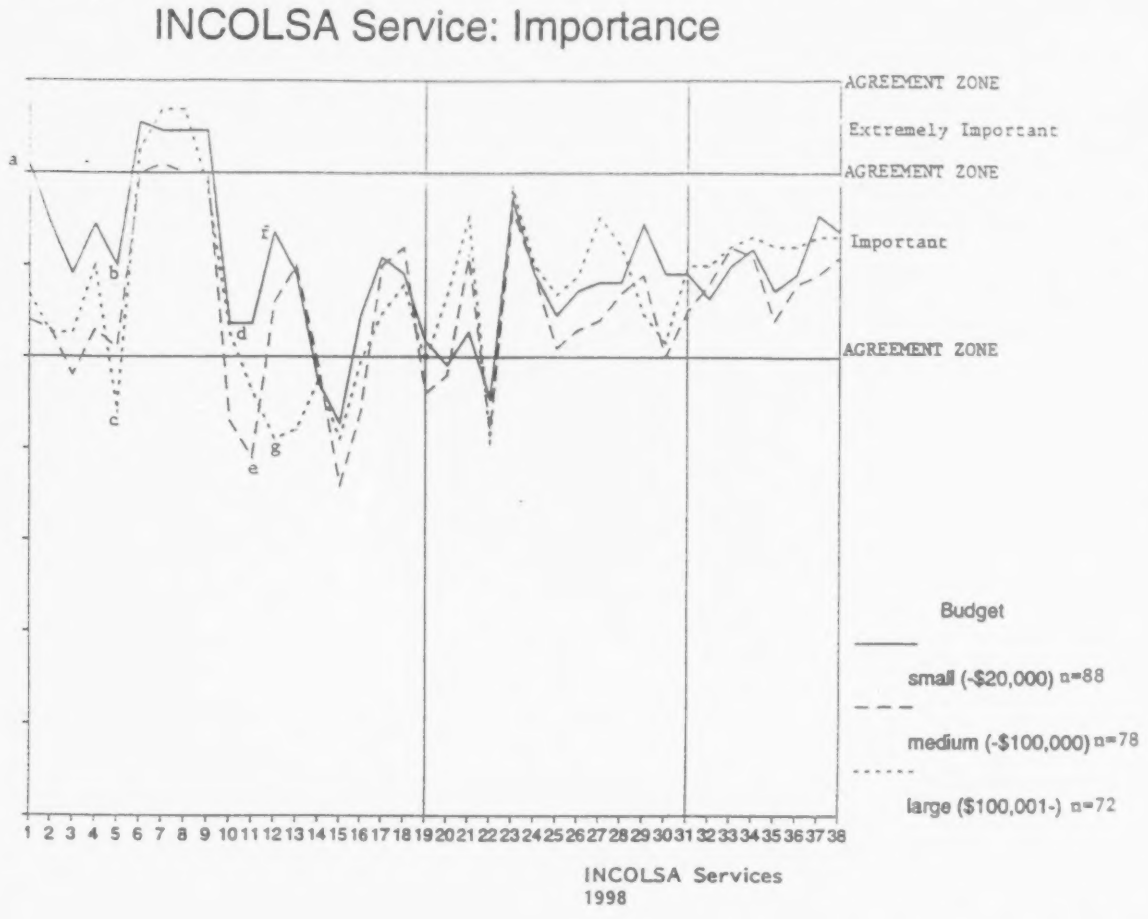


FIGURE 13. Key Points of Difference in Perception of INCOLSA Services by Size of Academic Library

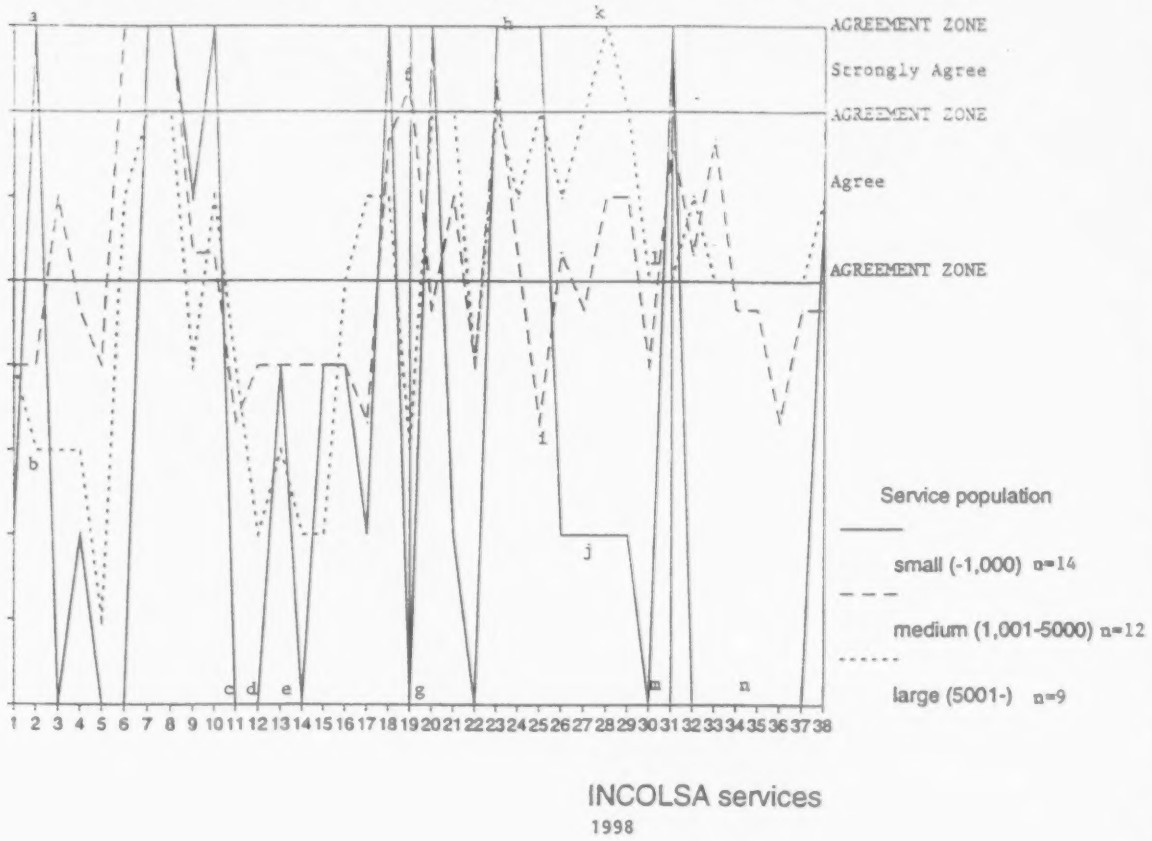

INCOLSA Service: Perception (Academic Libraries)
AGREEMENT ZONE
Strongly Agree
AGREEMENT ZONE
Agree
AGREEMENT ZONE
Service population
small (-1,000) n=14
medium (1,001-5000) n=12
large (5001-) n=9
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
INCOLSA services
1998

FIGURE 14. Key Points of Difference in Importance of INCOLSA Services by Size of Academic Library

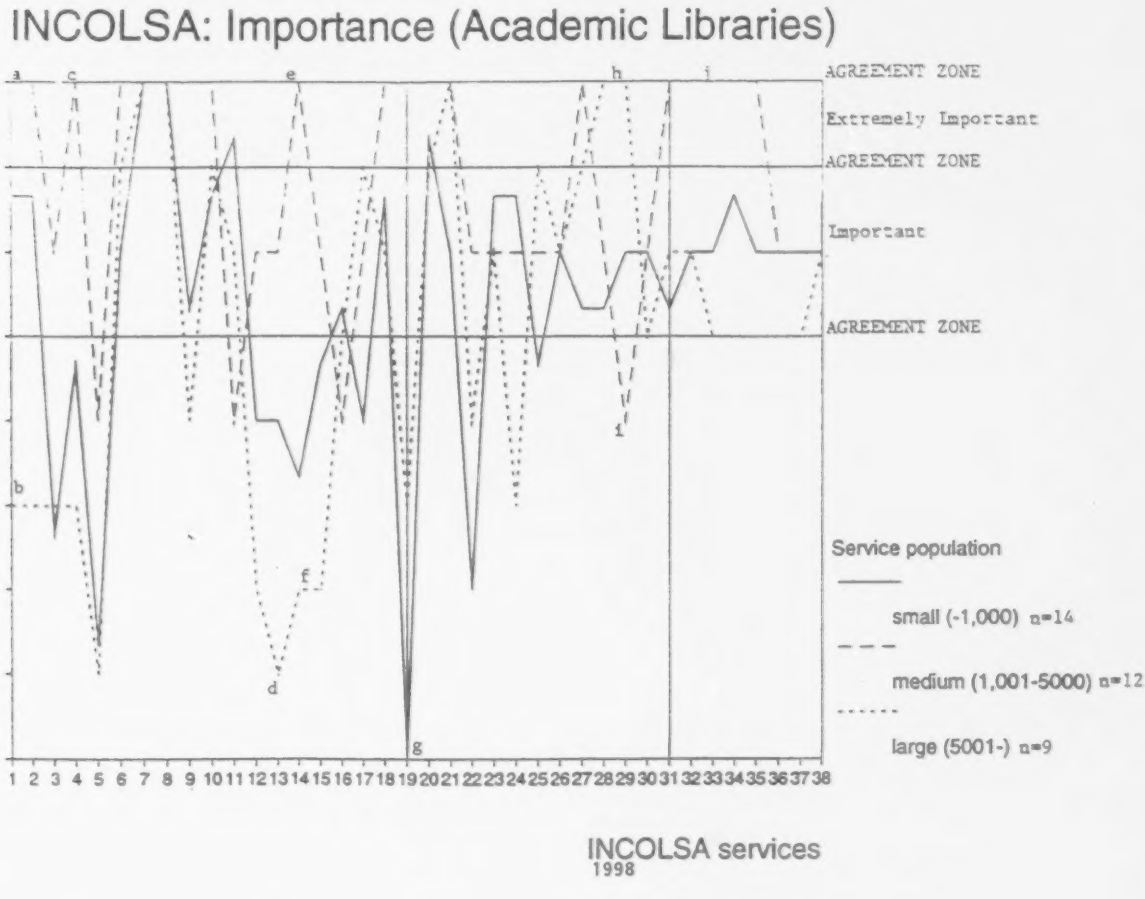


Figure 14 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Size of Academic Library
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
   a. medium academic libraries strongly agree and small academic libraries tend to agree this is an important service
   b. large academic libraries tend to disagree this is an important service

4. INCOLSA provides training programs in the introduction of basic telecommunications and Internet access for your staff.
   c. medium academic libraries strongly agree and large academic libraries tend to disagree this is an important service

13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests for your library.
   d. large academic libraries tend to strongly disagree with the importance of this service, while medium academic libraries tend to agree

14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
   e. medium academic libraries strongly agree this is extremely important
   f. large academic libraries disagree this is important

II. Resource Development

19. INCOLSA services help to facilitate the conversion of your library records in MARC format into OCLC.
   g. small and large academic libraries disagree this service is important, medium academic libraries agree this service is important

29. INCOLSA manages and evaluates appropriate cooperative contracting and procurement opportunities for your library to save money and acquire resources effectively.
   h. large academic libraries strongly agree and small academic libraries agree this is important
   i. medium academic libraries fall below the agreement zone

III. Network Service

32. INCOLSA has involved your library in the identification and evaluation of emerging new technologies and their potential use within the state resource

FIGURE 15. Key Points of Difference in Perception of INCOLSA Services by Size of Public Library

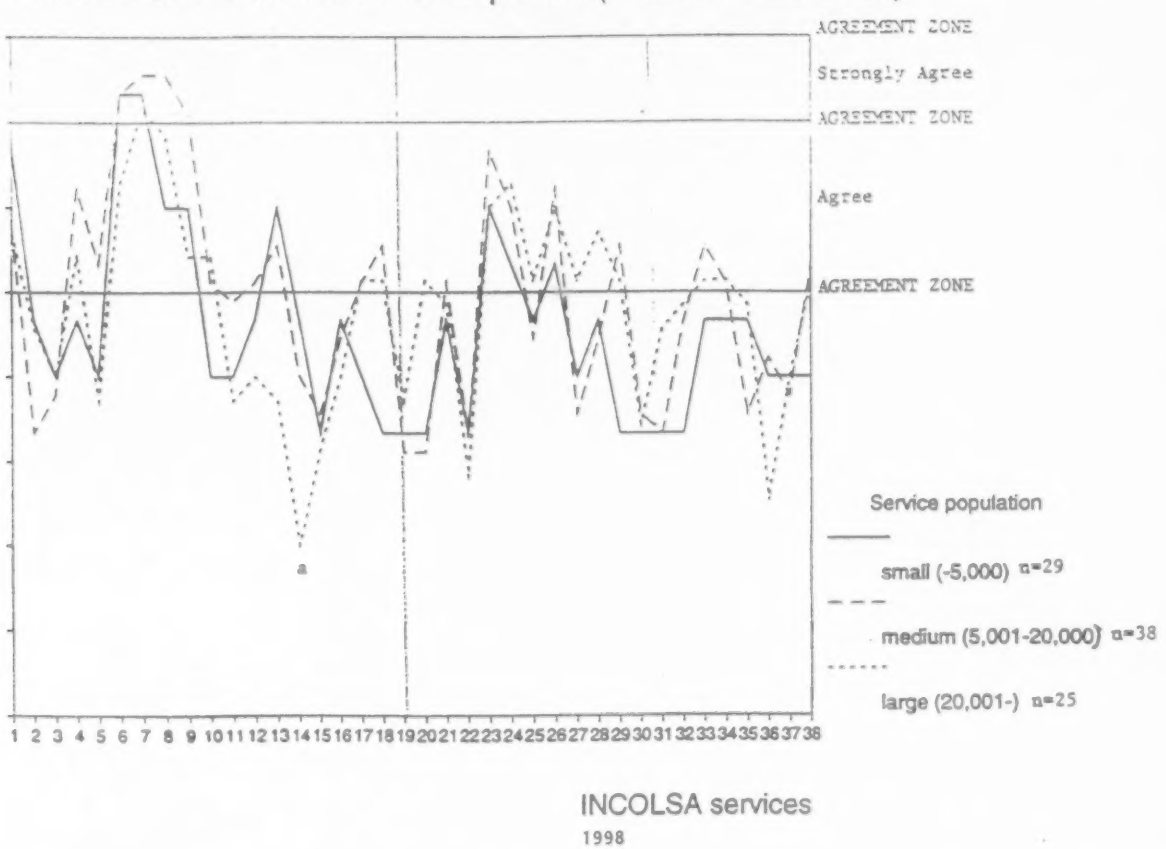
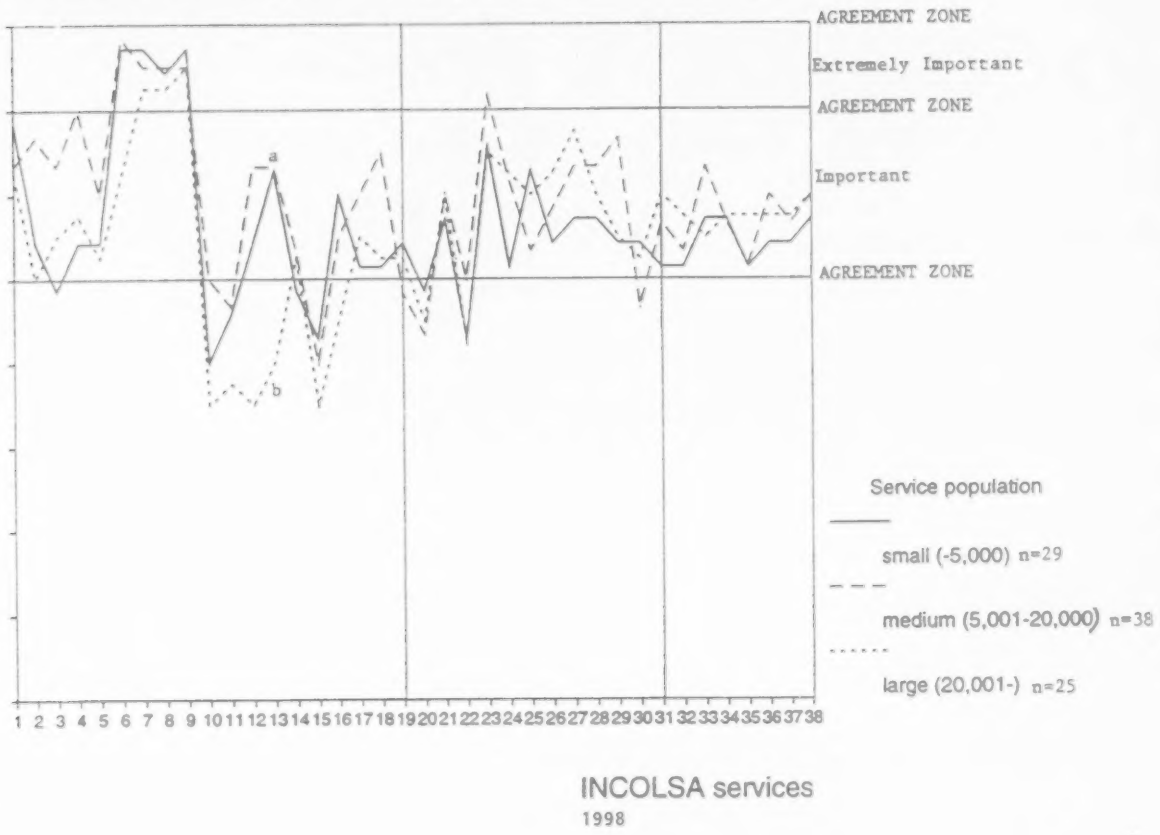

INCOLSA Service: Perception (Public Libraries)
AGREEMENT ZONE
Strongly Agree
AGREEMENT ZONE
Agree
AGREEMENT ZONE
Service population
small (-5,000) n=29
medium (5,001-20,000) n=38
large (20,001-) n=25
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
INCOLSA services
1998

FIGURE 16. Key Points of Difference in Importance of INCOLSA Services by Size of Public Library


INCOLSA: Importance (Public Libraries)
AGREEMENT ZONE
Extremely Important
AGREEMENT ZONE
Important
AGREEMENT ZONE
a
b
Service population
small (-5,000) n=29
medium (5,001-20,000) n=38
large (20,001-) n=25
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
INCOLSA services
1998

sharing system.
33. INCOLSA has developed and made you aware of standards and guidelines for network services.
34. INCOLSA keeps you informed of the development of state information policies
35. INCOLSA keeps you informed of the development of national information policies.
    j. medium academic libraries strongly agree, small and large academic libraries are within the agreement zone of importance

Figure 15 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Size of Public Library
Membership Survey 1998

I. Information Access and Delivery

14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
    a. large public libraries tend to disagree with this statement, while small and medium public libraries fall below the agreement zone

II. Resource Development

Public libraries of different size tend to not differ on statements in this area.

III. Network Service

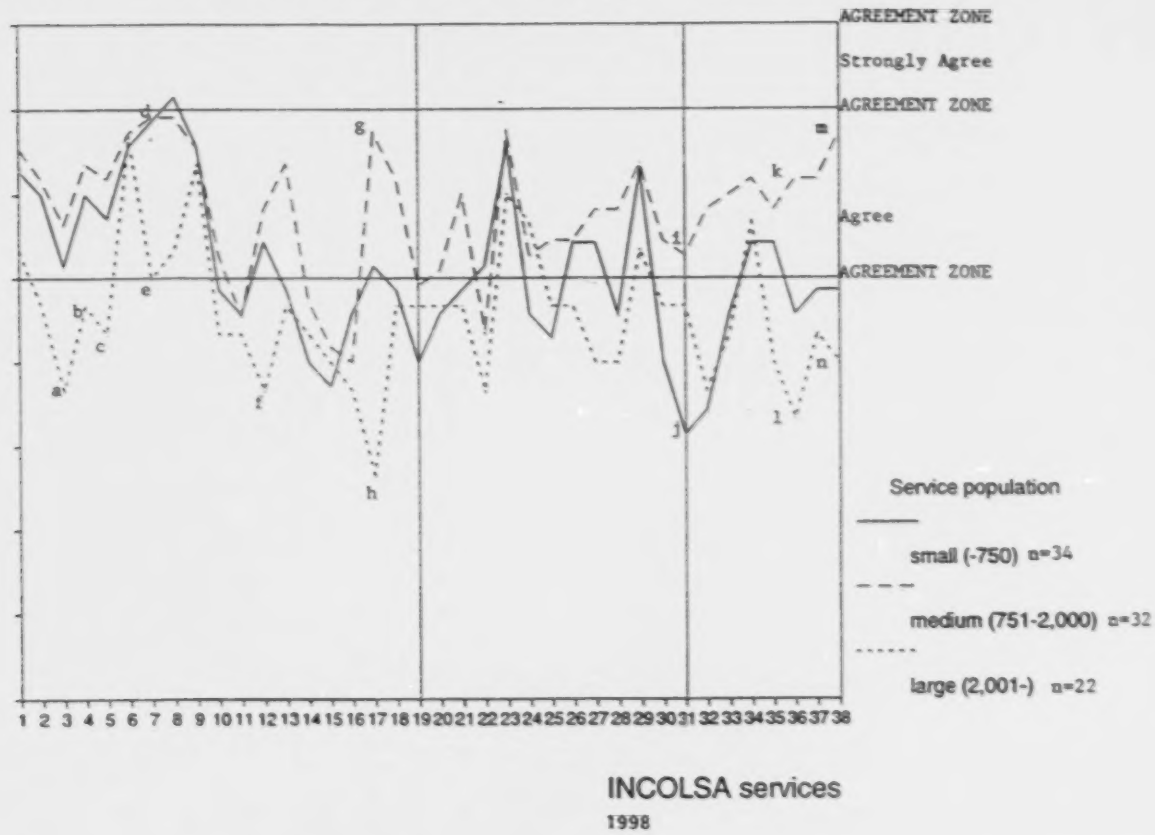
Public libraries of different size tend to not differ on statements in this area.

Figure 16 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Size of Public Library
Membership Survey 1998

I. Information Access and Delivery

13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library.
    a. small and medium public libraries are within the agreement zone on the importance of this service

FIGURE 17. Key Points of Difference in Perception of INCOLSA Services by Size of School Library



b. large public libraries fall below the agreement zone

II. Resource Development

Public libraries of different size tend to not differ on the importance of services in this area.

III. Network Service

Public libraries of different size tend to not differ on the importance of services in this area.

Figure 17 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Size of School Library
Membership Survey 1998

I. Information Access and Delivery

3. INCOLSA has provided guidelines which assist your library in equipment purchases.
   a. small and medium school libraries fall within the agreement zone, while large school libraries fall below the agreement zone

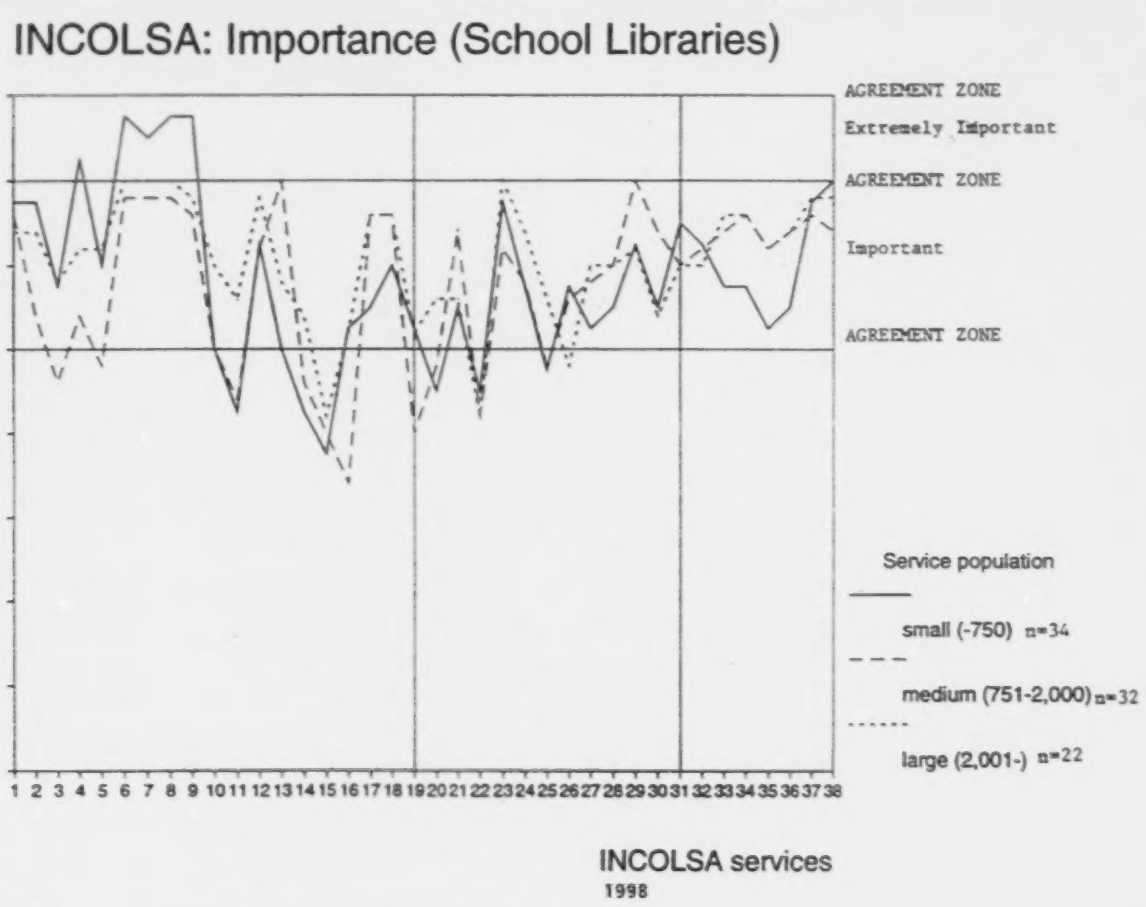
4. INCOLSA provides training programs in the introduction of basic telecommunications and Internet access for your staff.
   b. small and medium school libraries fall within the agreement zone, while large school libraries fall just below the agreement zone

5. INCOLSA develops and provides model policies to help guide your library in Internet access.
   c. small and medium school libraries fall within the agreement zone, while large school libraries fall just below the agreement zone

7. INCOLSA promotes timely delivery of ILL services to your library.
   d. small and medium school libraries fall high within the agreement zone
   e. large school libraries fall low within the agreement zone

12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.
   f. small and medium school libraries fall within the agreement zone, while large school libraries fall below the agreement zone

FIGURE 18. Key Points of Difference in Importance of INCOLSA Services by Size of School Library


INCOLSA: Importance (School Libraries)
AGREEMENT ZONE
Extremely Important
AGREEMENT ZONE
Important
AGREEMENT ZONE
Service population
small (-750) n=34
medium (751-2,000) n=32
large (2,001-) n=22
1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38
INCOLSA services
1998

17. INCOLSA has promoted public awareness of the wide array of information services available through its network.
    g. medium school libraries tend to agree
    h. large school libraries tend to disagree

II. Resource Development

School libraries of different sizes tend to not differ on statements in this area.

III. Network Service

31. INCOLSA has involved your library in planning for statewide network development.
    i. medium school libraries tend to agree
    j. small school libraries tend to disagree

36. INCOLSA educates the public on the role and societal benefits of strong libraries.
    k. medium school libraries tend to agree
    l. large school libraries tend to disagree

38. INCOLSA establishes partnerships and alliances which benefit your local library.
    m. medium school libraries tend to agree
    n. large school libraries tend to fall below the agreement zone

Figure 18 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Size of School Library
Membership Survey 1998

I. Information Access and Delivery

School libraries of different size tend to not differ on statements in this area.

II. Resource Development

School libraries of different size tend to not differ on statements in this area.

III. Network Service

School libraries of different size tend to not differ on statements in this area.

FIGURE 19. Key Points of Difference in Perception of INCOLSA Services by Size of Special Library

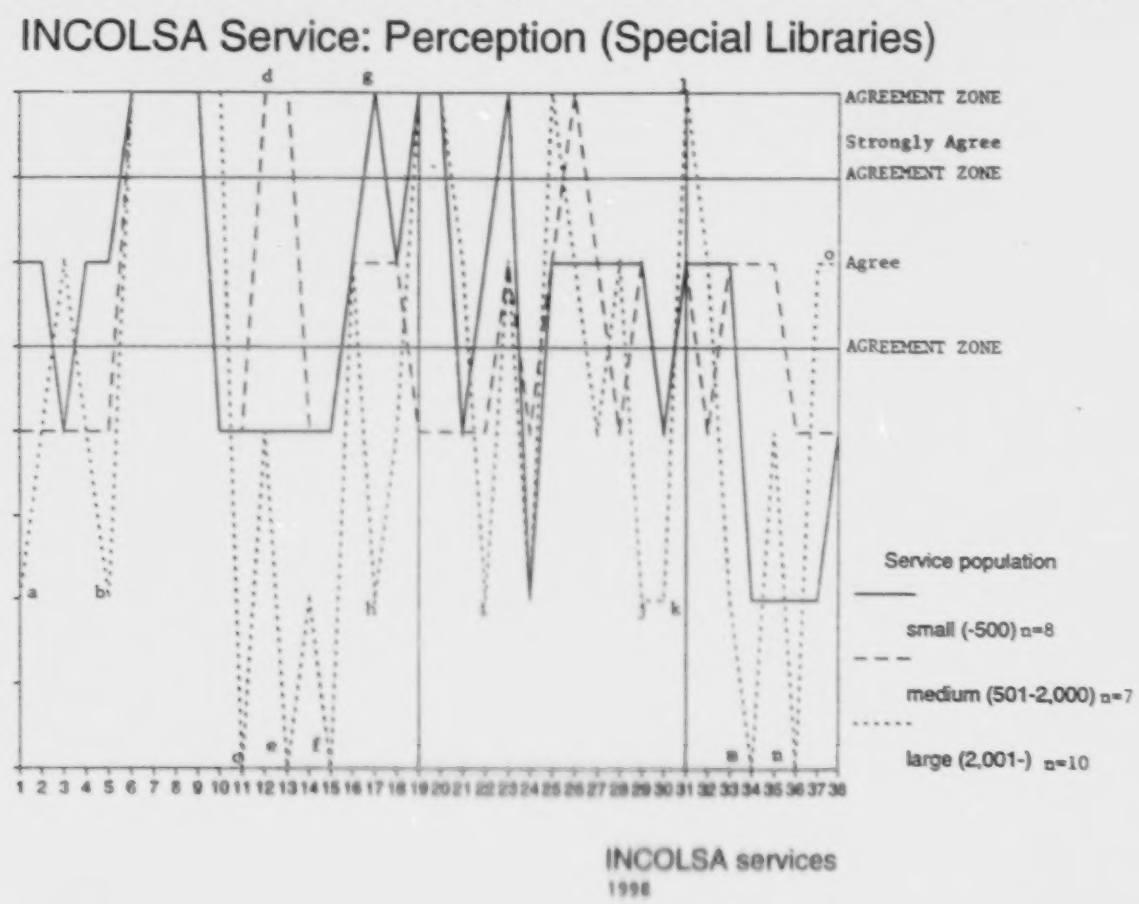


Figure 19 Notes
Key Points of Difference and Extreme
in **Perception** of INCOLSA Services by
Size of Special Library
Membership Survey 1998

I. Information Access and Delivery

1. INCOLSA has sought funding to expand Internet access for your library.
   a. large special libraries tend to disagree, while small special libraries tend to agree

5. INCOLSA develops and provides model policies to help guide your library in Internet access.
   b. large special libraries tend to disagree, while small special libraries tend to agree

11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
   c. large special libraries tend to strongly disagree

13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library.
   d. medium special libraries tend to strongly agree
   e. large special libraries tend to strongly disagree

15. INCOLSA has investigated the potential for using a standard patron record with your library.
   f. large special libraries tend to strongly disagree

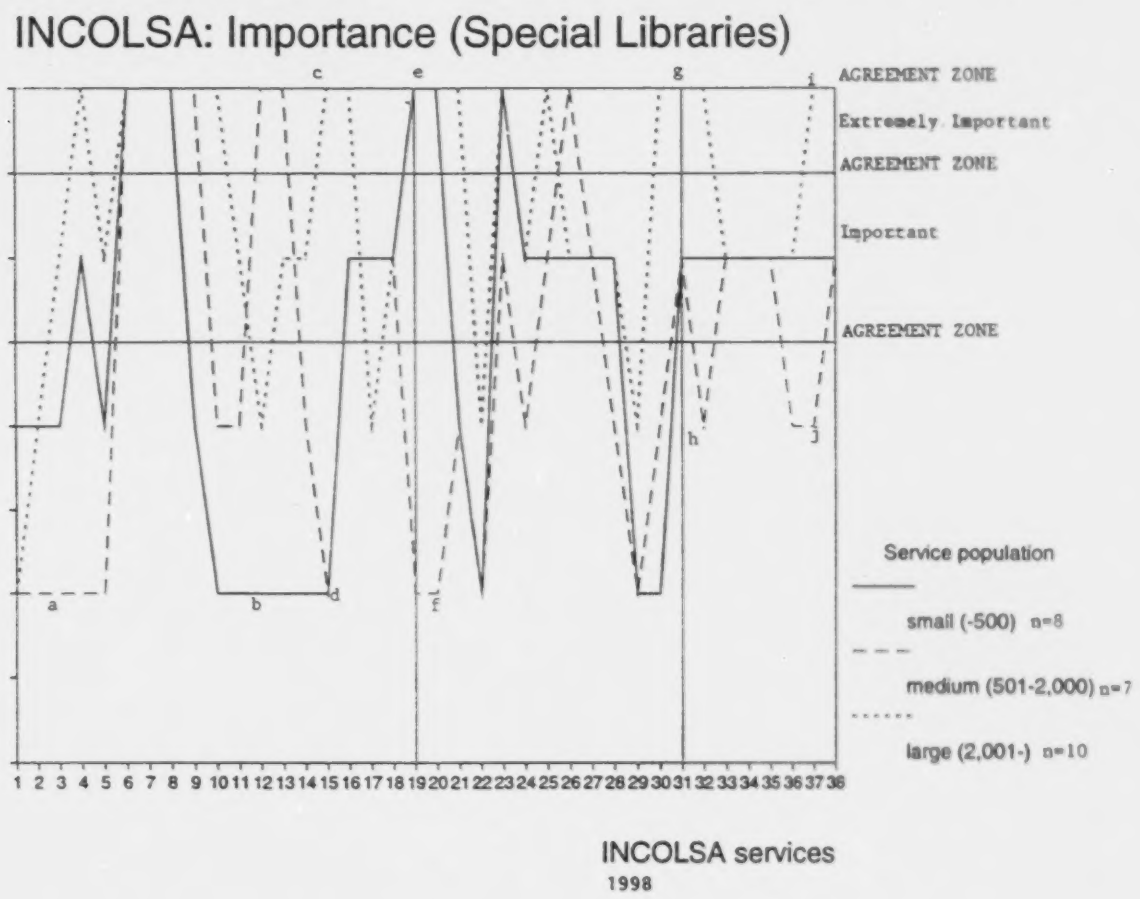
17. INCOLSA has promoted public awareness of the wide array of information services available through its network.
   g. small special libraries tend to strongly agree
   h. large special libraries tend to disagree

II. Resource Development

22. INCOLSA provides training and assistance which enables your library to take a lead role in establishing a community freenet.
   i. large special libraries tend to disagree

29. INCOLSA manages and evaluates appropriate cooperative contracting and procurement opportunities for your library to save money and acquire resources effectively.
   j. large special libraries tend to disagree

FIGURE 20. Key Points of Difference in Importance of INCOLSA Services by Size of Special Library



30. INCOLSA surveys your library to determine new products and services that could be purchased cooperatively.
    k. large special libraries tend to disagree

III. Network Service

31. INCOLSA has involved your library in planning for statewide network development.
    l. all sizes of special libraries tend to agree, especially large special libraries who strongly agree

34. INCOLSA keeps you informed of the development of state information policies.
    m. medium special libraries tend to agree, while large special libraries tend to strongly disagree

36. INCOLSA educates the public on the role and societal benefits of strong libraries.
    n. large special libraries tend to strongly disagree

38. INCOLSA establishes partnerships and alliances which benefit your local library.
    o. large special libraries tend to agree, while medium and small special libraries fall below the agreement zone

Figure 20 Notes
Key Points of Difference and Extreme
in **Importance** of INCOLSA Services by
Size of Special Library
Membership Survey 1998

I. Information Access and Delivery

2. INCOLSA has maintained and expanded technical support for your library's use of the Internet.
3. INCOLSA has provided guidelines which assist your library in equipment purchases.
4. INCOLSA develops and provides model policies to help guide your library in Internet access.
    a. medium special libraries tend to disagree these services are important, while large and small special libraries tend to find them of some importance

10. INCOLSA provides adequate access to OCLC FirstSearch
11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.

13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library.
14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
    b. small special libraries tend to disagree these services are important, while large and medium special libraries tend to find them of some importance.

15. INCOLSA has investigated the potential for using a standard patron record with your library.
    c. large special libraries tend to strongly agree this service is important
    d. both small and medium special libraries tend to disagree

II. Resource Development

20. INCOLSA helps your library maintain currency and accuracy of electronic information through guidance in updating existing records and continuously contributing cataloging records.
    e. both small and large special libraries tend to strongly agree this is important
    f. medium special libraries tend to disagree it is important

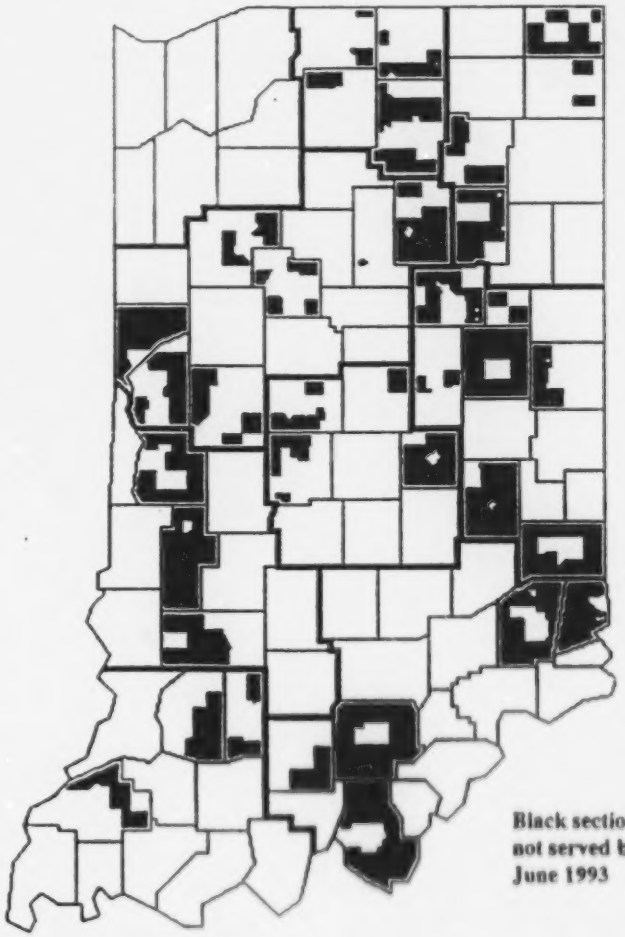
III. Network Service

32. INCOLSA has involved your library in the identification and evaluation of emerging new technologies and their potential use within the state resource sharing system.
    g. large special libraries strongly agree
    h. medium special libraries fall below the zone of agreement

37. INCOLSA educates key policy-makers on the role and societal benefits of strong libraries.
    i. large special libraries strongly agree
    j. medium special libraries fall below the zone of agreement

Figure 21
Areas of Indiana Unserved by a Public Library
Statistics of Indiana Libraries, 1993

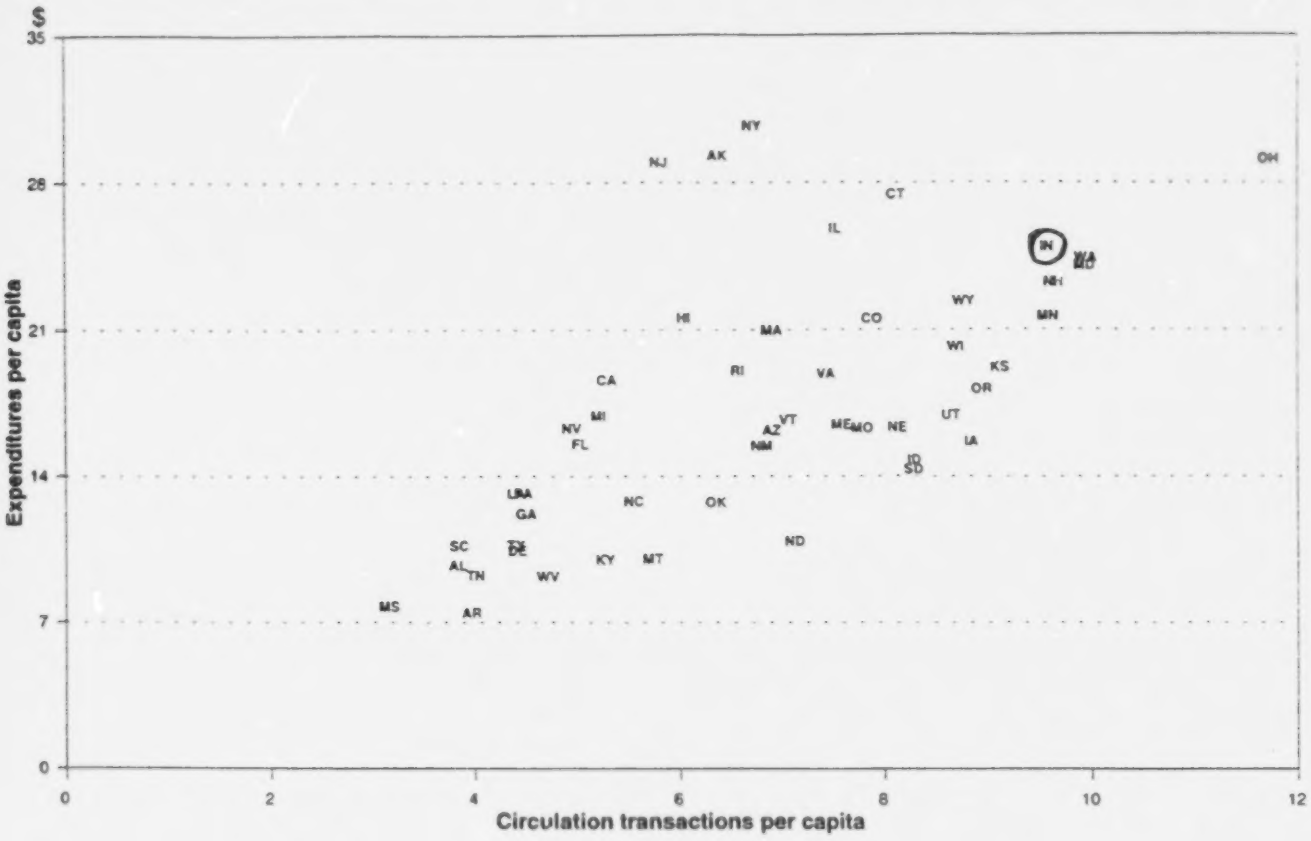
Unserved Areas of Indiana



Black sections indicate areas not served by a public library. June 1993

Total Unserved Townships:	237 (23.5%)
Total Unserved Population: (1990 Census)	409,840 (7.4%)

Figure 22
Public Library Expenditures and Circulation Transactions Per Capita, 1992
State Indicators in Education, 1997



SOURCE: U.S. Department of Education, National Center for Education Statistics, *Public Libraries in the United States: 199* and unpublished tabulations (based on Federal-State Cooperative System for Public Library Data (FSCS), Public Library Survey, Fiscal Year 1992).

Table 12
Field Report Representation of Membership
1997
N=734

734 Total Member Libraries
541 Member Libraries Visited
74% of Total Member Libraries were Visited

Distribution of Members Libraries Visited by Type of Library:

11% Academic
32% Public
40% School
17% Special

Distribution of Total Member Libraries by Type of Library:

11% Academic
31% Public
41% School
17% Special

Table 13
Services Used by INCOLSA Members
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Services used by 33% or more of the total libraries visited:

Interlibrary Loan (ILL) 89%
IR 60%
Reference 54%
Training Continuing Education (CE) 48%
Cooperative Purchasing 40%
OCLC 33%

Services used by under 33% of the total libraries visited:

Consulting and Mentoring 11%
Unemployment Pool 10%
Journal routing 3%
Processing Center 2%
Microcomputer Equipment Purchase 1%

Table 14
Comparison of Services Used by Type of Library
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Services used by 33% or more of library type visited:

Academic (n=49)	Public (n=207)	School (n=225)	Special (n=60)
OCLC 66%	ILL/IR 91%	ILL 100%	ILL 75%
Training/CE 44%	Reference 67%	Reference 55%	Reference 46%
ILL 33%	Training/CE 55%	Training/CE 40%	Training/CE 34%
IR 33%	Coop purch 48%	Coop purch 41%	

Services used by under 33% of library type visited:

Academic	Public	School	Special
Coop purch 30%	Unemp pool 27%	IR 19%	Courier 23%
First Search 19%	CD discount 25%	Courier 18%	Processing 22%
Micro purch 9%	Consulting 18%	Consulting 7%	OCLC 17%
Reference 6%	Courier 16%	OCLC 5%	IR 17%
	OCLC 16%	Journal routing 4%	Coop purch 13%
	Shared cat 4%		Automation consult 5%
			Micro purch 3%
	Under 3%:	Under 3%:	
	Journal routing	Author visits	
	Equip purch	CD shared cat	
	First Search	AV eq repair	
	Distance edu	Project Hi Net	
	E-mail accounts	Processing	
	Bindery		

Table 15
Expressed Concerns by INCOLSA Members
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Concerns expressed by several members, although by less than 5% of the libraries visited, unless otherwise noted:

Services and Programs

- Small libraries fear lose of interlibrary loan services.
- Cost of the courier service is "too high" for smaller libraries, and yet they receive the most service.
- Some school and small public libraries believe there is no place for them in the network.
- Some schools tend to feel most programs and services are geared toward large public and academic libraries.
- Some special libraries tend to feel that programs and services are geared toward public libraries.

Governance

- Can INCOLSA meet all the diverse needs of this multitype library membership?
- Do members understand that INCOLSA is a "membership organization"?
- Future of INCOLSA is uncertain and it lacks direction.

Training

- Over 40% of public and school libraries expressed the need for Internet training at both the basic and advanced levels; medium and large academic and mabny several special libraries provide their own training.
- Cost of workshops is usually too high.
- Interest in video tape copies or use of distance education for some training sessions.
- Workshop sessions fill quickly; calendar of offerings not given far enough in advance; few week-end or late afternoon sessions offered.
- More training should be offered outside of central offices in Indianapolis; some libraries in Northern Indiana tend to favor increased use of distance education options while some libraries in Southern Indiana seem to favor delivery of more on-site workshops in the local region; several school libraries in Southern Indiana have established their own workshops or turn to the regional education center for training, and some school librarians have used the training options available through the Indiana Department of Education.
- Workshops most frequently requested: Internet, MARC format, especially serials; all types of technology and technology planning; basic reference; online information retrieval.

Technology

- Nearly all libraries are upgrading existing technology.
- Most are adding more CD-ROM towers and more Internet access terminals.
- Many seek support in Internet access, technology planning, CD-ROM and online database searching, and a few in use of distance education.

Communication

- Generally like and appreciate the newsletter, although too much information about the Board is included and needs to provide more space to regional activities.
- Some feel a lose of personal touch from ALSA structure and want the opportunity to be heard and their ideas and concerns acknowledged.

Table 16
Expressed Concerns by Type of Library
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Concerns expressed by several members, although by under 5% in each type of library given below:

Academic (n=49)
- First Search is staff intensive and difficult to reach.
- Worried about journal routing, PALNI priorities, and how electronic document delivery will work.
- Workshops fill too quickly.
- Continuing education needs of smaller libraries not being met.
- Newsletter not timely and needs more regional news.
- INCOLSA needs a new statement about its direction and leadership.

Public (n=207)
- Some billing problems and no longer purchase CD ROM products through INCOLSA.
- Concerned with future of interlibary loan and may not be able to afford the service.
- Continuing education calendar comes late and can't attend workshops in Indianapolis.
- Small libraries are isolated and INCOLSA seems to direct attention too much toward larger libraries.
- INCOLSA does not return phone calls.
- Too much mail is sent out from INCOLSA; newsletter is not sent often nor soon enough.
- Miss close regional contacts under the ALSA.

School (n=225)
- Board meetings are too far away, want more regional meetings.
- Prefer meetings in afternoon, evening, summer.
- Has had trouble with INCOLSA billing.
- Doesn't receive workshop catalog in time to make plans.
- Newsletter should contain more regional news.
- Network is too big and feels disconnected with no place for school or small public libraries.
- Too much mail is being sent from INCOLSA.
- INCOLSA publications should be mailed to all sites in school corporation.
- Increase communication over e-mail and the Web.

Special (n=60)
- INCOLSA services are geared to public libraries, not special libraries.
- Concerned that ILL/Ref services will close.
- Future of INCOLSA is uncertain.
- Small libraries are being left out.
- Too many publications from INCOLSA.

Table 17
Directions, Training and Technology Needs Expressed by INCOLSA Members
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Most Frequently Noted Major Projects and Future Directions:
- 59% Upgrading automation
- 39% Access to and/or increasing use of Internet
- 12% Facility renovation or new construction

Most Frequently Noted Training Needs:
- 39% Introduction to and advanced training in use of Internet
- 9% MARC format

Most Frequently Noted Technology Needs:
- 16% Internet
- 14% CD-ROM and online databases
- 3% Technology planning
- 3% Distance education

Table 18
Major Projects and Future Local Directions Compared by Type of Library
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Academic (n=49)
- 28% Upgrading automation
- 17% Updating CD-ROM products and online access
- 6% Developing local area network
- 6% Upgrading hardware
- 4% Profiling collection to meet curriculum

Public (n=207)
- 77% Upgrading automation and introducing Internet
- 21% Building renovation and new construction
- 3% Adding or increasing distance education

School (n=225)
- 54% Upgrading automation, local area network, wide area network
- 20% Introducing or expanding Internet access
- 10% Online information retrieval
- 9% Building renovation and new construction
- 3% Adding or increasing distance education

Special (n=60)
- 34% Upgrading automation
- 10% Networking with other libraries
- 10% Seeking increased funding and more staff
- 5% Advocating special library services

Table 19
Training Needs Compared by Type of Library
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Academic (n=49)
- 23% Internet from basic to advanced
- 4% JAVA and HTML
- 4% OCLC
- 4% ILL SAVEIT program

Public (n=207)
- 38% Internet from basic to advanced
- 20% Any kind of technology training
- 13% Use of Windows software
- 11% Basic technology training
- 7% Technology planning
- 6% Basic reference service training
- 4% WVTA reference update

School (n=225)
- 50% Internet from basic to advanced
- 11% MARC format, especially in serials
- 10% Automation upgrading and inventory support
- 7% Online and CD-ROM information retrieval
- 5% Multimedia and video production
- 4% Book repair
- 4% Use of HyperStudio, Microsoft Office, other software
- 3% Local area networks

Special (n=60)
- 17% Webpage development
- 8% Automation upgrading
- 8% Online and CD-ROM information retrieval, specifically medical library resources
- 3% Professional development
- 3% MARC format
- 3% Services to jails and prisons

Table 20
Technology Needs Compared by Type of Library
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Academic (n=49)
- 17% Hardware and software upgrades
- 6% Greater Internet access
- 6% New computers with CD-ROM drives

Public (n=207)
- 85% Increased funding for technology
- 19% Greater Internet access
- 6% More CD-ROM access

School (n=225)
- 24% Upgrade equipment and software
- 23% More CD-ROM towers and access to online databases
- 20% Greater Internet access
- 6% Local area network

Special (n=60)
- 26% Automation hardware and software upgrades
- 8% Internet training
- 8% More CD-ROM access

Table 21
Suggested Actions for INCOLSA from Initial Analysis of Field Reports
Compiled by State Library Office 1997

Services

Each type of library group (academic, public, school, special) needs an advocate speaking on their behalf and investigating services and innovative pilot projects to meet needs unique to that group.

Governance

Improve the orientation of new Board Members to address responsibilities of Board Representative, Executive Committee members, Member Advisory Council, and greater detail given to flow chart or chain of responsibility.

Communication

Consider for newsletter: information about new and old products; provide brief summary of Board and Executive Committee minutes; coordinate mailings and reduce amount of paper sent [use Internet to provide details, historical record, and timely announcements, while reducing the paper communication to key points]; add more regional news and notes; improve timeliness of communication for workshops.

Field reports should be taken seriously as a communication device to express needs and concerns; [role of field representatives may need to be better defined with increased emphasis on market analysis and communication needs raised and services provided].

Table 22
Frequently Expressed Actions INCOLSA Should Take Compared by Type of Library
INCOLSA Field Reports 1997 (n=541; 74% of membership)

Academic (n=49)
- 9% Investigate upgrading continuing education programming similar to that offered at University of Wisconsin, Madison
- 6% Increase use of distance education for meetings and training
- 3% List of grant opportunities

Public (n=207)
- 11% Don't forget about the smaller libraries in all areas of service and training; especially Southern Indiana
- 7% Have designated person and special hotline to answer computer/ technology questions with quick response on short notice
- 6% List of grant opportunities and other leads to increased funding for public libraries

School (n=225)
- 12% Negotiate Follett discount, and more discounts on library books
- 4% Keep libraries informed about technology
- 4% Keep quality interlibrary loan services
- 3% List grant opportunities

Special (n=60)
- 5% List grant opportunities
- 3% Negotiate discounts on commercial training opportunities
- 3% Increase training opportunities in Southern and Southeast Indiana

Table 23
INCOLSA Membership by Type of Library, 1988 Compared to 1998

Type of Library	1988 Number of Member Institutions	1998 Number of Member Institutions	Change in Number	1998 Percentage of Possible Members
Academic	73	84	+12%	76%
Public	238	233	- 3%	97%
School				
Public Corporation	268	272	+ 1%	92%
Private Building	28	30	+ 2%	NA
Special	142	127	- 12%	NA
Total	749	746		

Table 24
Decline in Number of ILL/Ref Requests Handled through INCOLSA
1989 to 1996

Reference Center	1989 Requests	1996 Requests	Decline
Bloomington	14,805	10,725	- 28%
Evansville	3,193	2,699	- 15%
Fort Wayne	22,860 (1993)	16,342	- 29%
Gary	17,247	13,972	- 19%
Indianapolis	12,457	9,825	- 21%
Mishawaka	16,375	15,459	- 6%
Muncie	18,156	9,297	- 49%
New Albany	11,002	9,460	- 14%
TOTAL	116,095	87,779	- 24%
Statewide decline from 1990 to 1996			- 31%

Table 25
INCOLSA Interlibrary Loan/Reference Fill Rates by ALSA or Geographic Areas
1989 to 1995, and 1996

ALSA, Center, (geographic portion of Indiana) 1996 Loan Center	ILL/Ref Fill Rate for 1989 to 1995	1996
ALSA2, Mishawaka (North)	87%	
Mishwaka		90%
CIALSA, Indianapolis (Central)	91%	
Indianapolis		95%
EIALSA, Muncie (East)	91%	
Muncie		94%
FRALSA, Evansville (Southwest)	88%	
Evansville		87%
INCOLSA,Gary (Northeast)	87%	
Gary		90%
SHALSA, Bloomington (Southwest)	81%	
Bloomington		78%
SIALSA, New Albany (Southeast)	91%	
New Albany		93%
TRIALSA/WVALSA, Fort Wayne, (Northeast)	89%	
Fort Wayne		88%
WVALSA, Lafayette, (West)	85%	
Statewide	88%	89%

Table 26
Fill Rate of ILL/Ref Filled in Reference Center Area
1989 and 1996 and Fill Rate Distribution 1989 and 1996

Reference Center	1989	1996	Change
Bloomington	33%	53%	+ 20%
Evansville	55%	52%	- 3%
Fort Wayne	35%	37%	+ 2%
Gary	48%	35%	- 13%
Indianapolis	68%	78%	+ 10%
Mishawaka	73%	75%	+ 2%
Muncie	56%	66%	+ 10%
New Albany	41%	41%	0
Statewide	53%	54%	+ 1%

Distribution of Requests Filled	1989	1996	Change
Number of Requests Filled in Reference Center Area Statewide	61,163	47,139	- 23%
Percentage of Fill	53%	54%	+ 1%
Number of Requests Filled by Other Indiana Libraries Statewide	23,527	18,734	- 20%
Percentage of Fill	20%	21%	+ 1%
Number of Requests Filled by Libraries Outside of Indiana	13,961	12,480	- 11%
Percentage of Fill	12%	14%	+ 2%
Total Fill Rate	85%	89%	+ 4%

Table 27
INCOLSA Interlibrary Loan/Reference Fill Rate Compared to Other Fill Rate Reports
1988 to 1997

	Other Fill Rates	INCOLSA Fill Rate (ALSA)
1988 - 1990		85% to 88%
Average public library interlibrary loan fill rate for five selected states in 1988 reported in Gilmer, *Interlibrary Loan*, 1994	84%	
Average college library interlibrary loan fill rate in the Florida Library Information Network in 1988 reported in Gilmer, *Interlibrary Loan*, 1994	74%	
Average interlibrary loan fill rate for public libraries from states reporting in 1989 as noted in Eberhart, *The Whole Library Handbook*, ALA, 1991	78%	
National sample of 76 academic libraries, average interlibrary loan fill rate reported in Weaver-Meyers, *Interlibrary Loan in Academic and Research Libraries*, August 1989	84%	
1991-1994		88% to 89%
National sample of multitype library systems, average interlibrary loan fill rate reported in Higginbotham and Bowdoin, *Access Versus Assets*, 1993	85%	
Survey of six commercial interlibrary suppliers, average interlibrary loan fill rate reported in Pedersen and Gregory, "Interlibrary Loan and Commercial Document Supply," *Journal of Academic Librarianship*, November 1994	66%	
Average fill rate by sample of academic and research libraries compared to six commercial suppliers noted above in Pedersen and Gregory, 1994	78%	
1995-1997		88% to 89%
National average reference fill rate reported by the Public Library Association in *Statistical Report 1996*	89%	
National average reference fill rate reported by the Public Library Association in *Statistical Report 1997*	76%	

Table 28 ALSA/INCOLSA Workshops by Number Held Annually and Total Annual Attendance for 1988 — 1990 — 1994 — 1997

	Total Number in:			
	1988	1990	1994	1997
Workshops Held	105	118	174	130
Participants Attending	3398	4727	5312	(not available)

Table 29
INCOLSA 1997 Workshop Schedule and 1997 Frequent Workshop Content Requests by Type of Library

1997 Frequent Content Requests	1997 INCOLSA Workshop Schedule -- Location Offered:
Academic	Book Repair -- Chesterton, Kendallville, Anderson
Internet training, basic and advanced	Intro to Microcomputers - Vincennes
Advanced HTML, JAVA	Advanced Intro to Microcomputers - Vincennes
OCLC related	DIALOG Intro Training - Indianapolis
ILL SAVEIT	Cataloging for Non-Catalogers - Indianapolis
	Intro to Windows 95 - Indianapolis
Public	Intro to HTML - Nappannee
Internet training basic and advanced	Intro to Microsoft Word - Indianapolis
Basic technology introduction	Intro to Internet Client Software - Bloomfield
Windows	Microsoft Office Suite - Indianapolis
Basic Reference Services	Planning for Automation - Indianapolis
WVTA Reference Update	MARC Format Basics - Indianapolis
Technology Planning	Intro to Microsoft Access - Indianapolis
MARC Records	Reference Strategies and Internet - Indianapolis
Support Staff Training	Intro to Microsoft PowerPoint - Indianapolis
	Intro to Windows 95 - Indianapolis
School	Intro to Internet - Indianapolis
Internet training basic and advanced	Basic MARC Books - Indianapolis
MARC Records	Intro to Microcomputers - Merrillville
Automation Update	Advanced Intro to Microcomputers - Merrillville
New Technology and Multi-media	Intro to Windows 95 - Indianapolis
Windows	Intro to HTML - Indianapolis
Book repair	Internet Services - Batesville
LAN/NOVELL management	Intro to Microsoft PowerPoint - Indianapolis
Microsoft Office and Hypertext	Basic MARC Serials - Indianapolis
Grant writing	Intro to Microsoft Word - Indianapolis
	Intro to Microsoft Excel - Indianapolis
Special	OCLC PRISM Searching - Indianapolis
Internet basic and advanced	Microsoft Office Suite - Indianapolis
Medical reference, Grateful Med	Intro to Information Retrieval - Indianapolis
FirstSearch	Intro to Microsoft Access - Indianapolis
Searching online	OCLC Cataloging Editing - Indianapolis
Library automation	Intro to Windows 95 - Indianapolis
Library service to jails	Advanced MARC Books - Indianapolis
MARC Records	Passport for Windows - Indianapolis
Professional Development	Intro to Microsoft Access - Indianapolis
	Intro to Microsoft Excel - Indianapolis
	Advanced MARC Serials - Indianapolis
All	Intro to JAVA - Huntington
Increase offerings outside of Indianapolis	Intro to JAVA - Indianapolis
	MARC Computer Files - Indianapolis
	Intro to Microcomputers - Indianapolis
	Advanced Intro to Microcomputers - Indianapolis
	Intro to Windows 95 - Indianapolis
	OCLC Interlibrary Loan - Indianapolis
	Microsoft Office Suite - Indianapolis

Table 29 continued
INCOLSA 1997 Workshop Schedule

	Dow Jones - Indianapolis
	MARC Visual Materials - Indianapolis
	Intro to Windows 95 - Columbus
	Dewey Electronic Age - South Bend
	Dewey Electronic Age - Merrillville
	Intro to Microsoft Access - Indianapolis
	Intro to Microsoft Word - Indianapolis
	MARC Basics - Nappanee
	MARC Basics - New Albany
	Intro to Microsoft Excel - Indianapolis
	MARC Basics - Evansville
	MARC Basics - Merrillville
	Intro to Windows 95 - New Albany
	Basic MARC Books - Nappanee
	Intro to Windows 95 - Indianapolis
	Basic MARC Serials - Evansville
	Basic MARC Serials - Merrillville
	Intro to Windows 95 for DOS - Indianapolis
	Intro to Microsoft Excel - Indianapolis
	Reference Strategies and Internet - Indianapolis
	Automated Systems: Distance education across state
	Intro to Microsoft PowerPoint- Indianapolis
	Book Repair - Brownsburg
	Book Repair - La Porte
	Basic MARC - Indianapolis
	Basic MARC Books - Indianapolis
	Basic MARC Serials - Indianapolis
	Advanced Intro to Microcomputers - Indianapolis
	OCLC Authority File - Indianapolis
	Intro to Windows 95 for DOS - Indianapolis
	Beginning HTML and Web Design - Indianapolis
	MARC Mixed Formats - Indianapolis
	Intro to Windows 95 - Indianapolis
	Intro to Microsoft Access - Indianapolis
	MARC Books - Madison
	MARC Serials - Madison
	Intro to Microsoft Excel - Indianapolis
	Preserving the Past - Plainfield
	Intro to Microsoft PowerPoint - Indianapolis
	MARC Graphic Materials - Indianapolis
	Advanced Intro to Microcomputers - Indianapolis
	Staffing Issues - Indianapolis
	Basic Reference Training - Goshen
	Basic Reference Training - Dale
	Basic Reference Training - Mooresville
	Intro to Microsoft Excel - Indianapolis
	MARC Basics - Fort Wayne
	Basic Reference Training - Bluffton
	Intro to Local Area Networking - Logansport
	Intro to Windows 95 - Indianapolis

Table 29 continued
INCOLSA 1997 Workshop Schedule

Preserving the Past – Wabash
Intro to Microsoft PowerPoint – Indianapolis
Intro to Microcomputers – Indianapolis
Basic Reference Training – Greensburg
Reference Strategies and Internet – Indianapolis
Intro to Microsoft Word – Indianapolis
MARC Basic Books – Fort Wayne
Basic Reference Training – Brookston
Basic Reference Training – Sullivan County
Intro to Local Area Networking – South Bend
Preserving the Past – Madison
Rescue 911 – Indianapolis
MARC Basic Serials – Fort Wayne
Intro to Windows 95 – Indianapolis
Intro to Microsoft Access – Indianapolis
Basic Reference Training – Clarksville
Reference Strategies and Internet – Indianapolis
Rescue 911 – Indianapolis
Intro to PowerPoint – Indianapolis
Intro to Windows 95 – Indianapolis
Intro to Windows 95 for Users – Indianapolis
MARC Basics – Indianapolis
Repair and Maintenance of AV – N. Vernon
Repair and Maintenance of AV – Indianapolis
Reference Strategies and Internet – Indianapolis
Intro to Windows 95 – Indianapolis
Intro to Microsoft Word – Indianapolis
Intro to Microsoft PowerPoint – Indianapolis
Intro to Microsoft Excel – Indianapolis
Intro to Windows 95 – Indianapolis
Automated Systems – Distance education across state
Rescue 911 – Indianapolis
Intro to Microcomputers – Indianapolis
Advanced Intro to Microcomputers – Indianapolis

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130 Workshops offered by INCOLSA 1997
69% offered in Indianapolis area
14% offered in Northern Indiana sites
14% offered in Southern Indiana sites
3% offered over Distance Education

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80% of workshops requested contained in the 1997 workshop schedule; missing such content as grant writing, Hypertext, technology planning, specialized reference services, and more professional development and general support staff training.

Table 30
Summary of Budget, Service and Membership as Described in ALSA Annual Reports
1988 - 1997

Increased

*State funding for the library network increased by $400,000 in 1989-90 and an additional $400,000 in 1990-91 providing a 100% increase in state funding from 1988 to 1991.

*Overall ALSA operating fund and personnel expenses increased by approximately 50% from 1988 to 1995.

*Interlibrary loan and reference service fill rate statewide increased from approximately 75% in 1988 to 85% in 1991 and increased to 89% in 1993 through 1998.

*Interlibrary loan requests increased 8% from 1988 to 1991.

*The number of items delivered through document delivery increased by approximately 5% from 1991 to 1995.

*The number of continuing education workshops increased by approximately 25% from 1988 to 1991.

*The number of consultant visits to individual libraries and contacts made for individual consultation increased by approximately 25% from 1988 to 1995.

No Change

*State funding for the library network remained level at $1.6 million from 1992 to 1995.

*Interlibrary loan and reference service fill rate statewide remained high at approximately 88% without substantial change from 1992 to 1997.

*Total number of members did not change substantially from 1988 to 1997-98.

*Most ALSAs negotiated cooperative purchase plans for supplies, book binding, and audiovisual items annually from 1988-1995.

Decreased

*Interlibrary loan requests declined approximately 20% from 1992 to 1995.

*Total number of items loaned from the film and video collection and audiovisual equipment collection declined dramatically, by approximately 100%, from 1988 to 1995.

*Total number of continuing education workshops declined by approximately 30% from 1991 to 1995 and total attendance declined by 25%, total number of workshops declined by 25% from 1994 to 1997.

Table 31
Approximate Changes over Three Time Periods in Budget, Service and Membership for ALSA/INCOLSA
1988 to 1997

	1988-1991	1992-1995	1996-1997
Budget			
State funding	+	0	NA
Operating fund	+	+	NA
Personnel expenses	+	+	NA
Grant funding	NA	NA	NA
Services			
Interlibrary loan and reference fill rate	+	0	0
Interlibrary loan requests	+	-	-
Items provided through document delivery	NA	+	NA
Number of continuing education workshops	+	-	-
Number attending workshops	+	-	NA
Consultant visits and contacts	+	+	NA
AV items loaned	-	-	NA
Special conferences and other	0	+	-
Items cataloged through INCOLSA	NA	NA	NA
Membership			
Total number of member institutions (10% or more change)	+	0	0
Total number by type of library:			
Academic	+	0	+
Public	+	0	0
School	+	0	0
Special	+	0	-

+ = a general increase compared to the previous four-year period
- = a general decrease compared to the previous four-year period
0 = generally, no change compared to the previous four-year period
NA = information is not available

Table 32
Summary of Issues from the 1997 INCOLSA Annual Report Draft
June 16, 1998

Executive Director

Member liaisons are constantly surveying membership needs. Letters and comments provided through Regional Council meetings are considered by the Executive Committee. INCOLSA staff is well trained in interpersonal and technical skills, but it is difficult to recruit and retain staff needed. INCOLSA is a model for library networking nationally.

INCOLSA Presidents 1996 and 1997

Reinvention of will require new liaisons, new services, new roles, new partnerships and new interpretations of what INCOLSA does and how it is to be done. By law review and steps to simplify budgetary information and processes. Wheels and INSPIRE represent new exciting and innovative services.

Network Governance and Administration Section

INCOLSA has assumed responsibilities for services formerly offered on a regional basis. Formation of Members Advisory Council (MAC) and Regional and Type-of-Library Advisory Council will serve to improve communication with members. 12 MAC meetings and 22 Executive Committee meetings over the past two years. Executive Director has announced that basic interlibrary loan, reference, information retrieval, technology consulting, materials processing will continue from INCOLSA central facility.

Network Coordinating Council (NCC) Report (1996)

NCC produced joint brochure outlining programs and services offered by the Indiana State Library and INCOLSA; implementation of a statewide planning calendar for Indiana libraries; made preliminary evaluation of the progress in meeting goals set in 1994 Interim Plan.

Members Advisory Council Report

Ideas can travel back and forth between members and INCOLSA's Director and Executive Committee. Discussions on means by which communication can best be established between individual and regional groups. Recommendations: regional news inserts in newsletter; publication of news, activities, services, and minutes on web site; identification stickers on all mailings to alert recipients of contents; establish MAC listserv.

Programs, Projects & Services: Accomplishments

a. INCOLSA WHEELS represents one of the largest single initiatives in years and will change library networking and resource sharing. 430 WHEELS participants.

b. Indiana Library Presence on the Internet. Provide guidance and training which will lead to all Indiana libraries with access to the Internet. Approximately 80 libraries helped directly to establish Internet connectivity. Approximately 100 libraries established web sites.

c. INSPIRE: Indiana's Virtual Library Initiative. Funded by Indiana State Legislature in 1997. Cooperative effort including Indiana Department of Education, Indiana State Library, Indiana Library Federation, ADOLPLI, AIME, SULAN, and PALNI. INSPIRE will be recognized as a model.

d. Technology Diversification: Expanded beyond PALNI to include Project Hi-Net and the Internet Librarianship Project and concluded a new contract with Ameritech to host their Dynix server.

e. Program Realignment. Eliminated Internet Point of Presence. Renegotiated arrangements with libraries to host regional field offices. Modified interlibrary loan and reference services to make them statewide with the objective being to respond to all requests quickly by transferring workloads in areas where deman for service becomes excessive. Began examination of possible "Centers of Reference Excellence" for such areas as law, medicine and engineering.

f. Continuing Education (DE) and Distance Learning. Programs have been generally successful and continue to seek low cost and high quality CE programming. Developed a plan by which to offer more locally programmed and presented Continuing Education. Installed two-way interactive video distance learning equipment in Indianapolis, Fort Wayne and Evansville in 1996, and adding three more sites in 1997.

g. Cooperative Purchasing. Continue to seek discounts and cooperative technical processing. No savings estimate available.

Table 33
Content Ares of INCOLSA Web Site
June 1998

Content	Notes on Extent of Site Development
Cooperative Purchasing	extensive links
Distance Learning	few frames and yet to be developed
Document Delivery	few frames and yet to be developed
Interlibrary Loan	one address frame, yet to be developed
Information Retrieval	extensive links, but further development possible
Information Systems	extensive links
Internet Training	beginning structure, more development needed
Library Technology	beginning structure, more development needed
Microcomputer Training	extensive links and micro info sheets available
OCLC Services	extensive links
PALNI	extensive links
Processing Center	beginning structure, more development needed
Publications	beginning frames, more development needed
Reference	few frames and yet to be developed
Project Hi-Net	useful structure, extensive journal sharing links
Workshop Calendar	beginning structure, extensive content, registration form available

Table 34
Content Analysis of "Library Networking: Inside Indiana" Newsletter of INCOLSA
Volume 3, 6 issues, 1997

Content	Number of Pages	% of Total Pages
INCOLSA Services, Announcements and Minutes	54	77%
*Regional Member News and Features	10	14%
Other News related to library and information services, but not directly from INCOLSA or membership	6	9%
Total content pages	70	

*Regional membership news provided within the last 4 pages of each issue.

Table 35
Ranking by States in State Library Aid Expenditures Per Capita for Multitype Library Systems
1984 Compared to 1994 and 1996
McClure, 1986; National Center for Education Statistics 1996, 1998

1984 Rank, State, Per Capita	1994 Rank, State, Per Capita	1996 Rank, State, Per Capita
1 Georgia 1.61	1 Illinois 1.79	1 Illinois 2.10
2 Illinois 1.28	2 Pennsylvania .59	2 Pennsylvania .64
3 Wisconsin 1.26	**3 Indiana .49**	3 Colorado .49
4 Massachusetts 1.01	4 Colorado .46	4 New Jersey .42
5 New York .89	5 New Jersey .40	**5 Indiana .43**
6 Tennessee .86	6 Nebraska .38	6 New York .30
7 Minnesota .73	7 Connecticut .31	7 Nebraska .27
8 Mississippi .68	8 New York .29	8 Delaware .25
9 Virginia .59	9 Maryland .26	9 Maine .18
10 Montana .49	10 Massachusetts .24	10 Massachusetts .13
11 Pennsylvania .41	11 Maine .20	11 Minnesota .12
12 Alaska .40	12 Minnesota .19	12 California .10
13 Iowa .38	13 Florida .12	13 Florida .05
14 Colorado .36	14 California .10	14 New Hampshire .05
15 Texas .36	15 North Dakota .08	15 Ohio .02
16 New Jersey .33	16 New Hampshire .07	16 Oregon .01
17 Michigan .31	17 Ohio .07	All other states .00
18 Rhode Island .31	18 Oklahoma .01	
19 Idaho .21	All other states .00	
20 Connecticut .16		
21 Maryland .16		
22 Kansas .14		
23 Arkansas .13		
24 Maine .11		
25 California .10		
26 Indiana .08		
27 Ohio .03		
All other states .00		

Table 36
Ranking by States for State Library Percentage of Total Aid to Multitype Library Systems (MS), also noted Percentage of Total Aid to Individual Public Libraries (PL), and Library Construction (LC)
1994 and 1996
National Center for Education Statistics, 1996, 1998

1994 Rank, State, % MS, % PL, % LC	1996 Rank, State, % MS, % PL, % LC
1 Indiana 56, 29, 13	**1 Indiana 54, 29, 15**
2 Maine 52, 10, 39	2 Maine 54, 10, 35
3 Nebraska 44, 35, 8	3 Nebraska 42, 26, 19
4 Colorado 43, 18, 6	4 Illinois 41, 29, 19
5 Illinois 41, 30, 20	5 Colorado 40, 12, 5
6 New Hampshire 27, 0, 73	6 New Hampshire 28, 0, 72
7 New Jersey 24, 66, 0	7 New Jersey 26, 67, 0
8 Connecticut 21, 29, 47	8 Pennsylvania 20, 58, 4
9 Pennsylvania 21, 56, 0	9 Ohio 15, 10, 6
10 Ohio 16, 5, 10	10 California 10, 73, 5
11 California 10, 70, 4	11 Minnesota 8, 30, 10
12 Minnesota 8, 26, 3	12 New York 7, 48, 2
13 North Dakota 7, 67, 15	13 Florida 5, 86, 9
14 New York 6, 47, 2	14 Massachusetts 4, 22, 31
15 Maryland 6, 75, 2	15 Oregon 1, 28, 28
16 Massachusetts 6, 31, 5	16 Delaware 1, 56, 16
17 Florida 6, 90, 4	
18 Oklahoma 1, 28, 12	

Table 37
Public Library Expenditures and Resources Per Capita, by State, 1992
State Indicators in Education, 1997

State	Total expenditures (per capita)	Books and serial volumes (per capita)	Films, audio and video tapes (per 1,000 population)	Serial subscriptions (per 1,000 population)	Paid employees (per 25,000 population)	Circulation transactions (per capita)
UNITED STATES	**$18.73**	**2.7**	**125.6**	**7.1**	**11.4**	**6.4**
Alabama	9.70	1.8	44.4	3.5	7.9	3.8
Alaska	29.30	3.2	213.7	11.9	11.7	6.4
Arizona	16.17	1.9	59.6	5.4	8.9	6.9
Arkansas	7.45	2.0	34.6	3.6	6.3	4.0
California	18.58	1.9	81.1	5.5	8.7	5.3
Colorado	21.51	2.7	81.0	6.9	12.5	7.9
Connecticut	27.44	4.1	156.8	9.3	15.1	8.1
Delaware	10.42	1.8	60.0	6.3	6.7	4.4
District of Columbia	35.81	3.1	419.3	6.6	18.3	3.6
Florida	15.51	1.7	146.5	4.8	9.0	5.0
Georgia	12.17	2.0	101.4	4.0	8.7	4.5
Hawaii	21.54	2.7	95.8	8.7	13.5	6.1
Idaho	14.76	3.5	118.8	8.2	11.7	8.3
Illinois	25.79	3.3	172.7	11.3	16.3	7.5
Indiana	24.92	3.6	215.5	11.1	17.8	9.6
Iowa	15.65	3.8	152.7	12.9	11.7	8.8
Kansas	19.19	4.1	166.2	12.1	21.8	9.1
Kentucky	9.97	2.0	49.6	3.7	7.9	5.3
Louisiana	13.13	2.1	48.0	6.3	9.9	4.4
Maine	16.45	4.9	55.7	10.8	12.6	7.6
Maryland	24.03	3.0	170.3	7.3	13.9	9.9
Massachusetts	20.96	4.6	205.3	9.3	13.3	6.9
Michigan	16.87	2.5	116.3	7.8	9.8	5.2
Minnesota	21.60	2.7	147.0	7.8	12.2	9.6
Mississippi	7.74	1.9	59.9	4.3	7.0	3.2
Missouri	16.27	3.8	120.5	11.7	11.9	7.8
Montana	10.02	3.1	70.0	6.5	8.3	5.8
Nebraska	16.31	3.8	112.3	11.4	11.8	8.1
Nevada	16.27	1.7	55.6	5.1	8.8	5.0
New Hampshire	23.24	5.5	181.4	17.8	16.1	9.6
New Jersey	28.95	3.7	140.4	9.5	16.3	5.8
New Mexico	15.43	3.7	106.3	6.3	10.6	6.8
New York	30.69	3.6	219.8	10.2	16.0	6.7
North Carolina	12.77	1.9	58.2	5.0	8.5	5.6
North Dakota	10.87	3.6	132.0	8.2	8.7	7.1
Ohio	29.12	3.5	241.0	7.2	18.4	11.7
Oklahoma	12.72	2.2	44.2	6.5	8.5	6.4
Oregon	18.14	2.3	101.6	7.9	10.6	8.9
Pennsylvania	13.16	2.1	121.3	4.2	8.7	4.5
Rhode Island	19.03	3.9	98.4	8.0	14.0	6.6
South Carolina	10.66	1.7	41.1	5.0	7.4	3.9
South Dakota	14.32	3.9	118.3	10.1	11.0	8.3
Tennessee	9.22	1.6	63.9	4.1	7.0	4.0
Texas	10.66	2.0	69.8	4.6	7.8	4.4
Utah	16.89	2.7	134.3	5.9	9.5	8.6
Vermont	16.66	4.7	108.8	13.3	10.7	7.1
Virginia	18.87	2.4	108.9	7.6	11.4	7.4
Washington	24.41	2.6	180.0	7.4	13.0	10.0
West Virginia	9.18	2.4	91.0	4.5	7.2	4.7
Wisconsin	20.18	3.2	142.6	10.1	12.5	8.7
Wyoming	22.34	4.3	194.3	10.2	16.0	8.8

SOURCE: U.S. Department of Education, National Center for Education Statistics, *Public Libraries in the United States: 1992*; and unpublished tabulations (based on Federal-State Cooperative System for Public Library Data (FSCS), Public Library Survey, Fiscal Year 1992).

QUALITATIVE DATA

Survey Respondent Comments

Thirty of the 59 libraries that responded to the email survey (51 %) provided comments. Of the 179 libraries that responded to the U.S. mail questionnaire, 33 (18 %) commented on the services. (Complete and categorized listings of all of the membership survey comments may be found in Appendix C).

This section includes opinions that were culled from the comments by respondents to both the U.S. mail and the email surveys. We have organized the comments according to relevant goals and subgoals as identified in the Interim Group's 1994 plan for the New Network. It should be noted, however, that there were very few comments per subgoal (some were not commented on at all). Therefore, the comments discussed here do not necessarily represent respondent perceptions of INCOLSA's provision of the services identified as network subgoals.

Goal 1. Information Access And Delivery

Subgoal 1.1: Support public access to the Internet and provide guidance in the efficient use of the electronic superhighway

Although the survey indicated that school and public libraries tend to agree that INCOLSA provides this service, comments from a few of the school libraries voiced disagreement. For example:

"INCOLSA doesn't provide much of anything for my school or our school district. They don't provide any technical assistance that I have been able to get. They have never helped us with technology. All of it seems to go to public libraries. The ALSA staff gives us good information, but they always have! (NIALSA) Nothing has changed since the merger except for INSPIRE - that is a plus, but, again I can't get help with it. Three times I've called, they returned a phone call one time. For as much $ as they get I don't see it helping our library at all." (school, small, nw)

The following comment is interesting in that it suggests that the respondent is unaware of the role of INCOLSA in acquiring the grant funding for the HiNet project and in continuing to direct the project:

"The eligible libraries (of Marion County) with funds from the Indianapolis Foundation sought funding for our Internet access." (school, small, central)

When grouped by size, public libraries in the survey did not seem to differ substantially on their perception of this service; however, comments from a small and a large public library indicate that there are occasional size-based differences with respect to which agency provides or should provide technology support:

"My first place to ask and receive help is the ISL. Small libraries receive fair and equal help" (public, small, ne)

"I feel that INCOLSA is the organization which should develop selection guidelines for computers, network equipment, etc. And should provide such selection aids when requested as library technology reports, and other expensive to purchase critical selection aids." (public, large, nw)

Subgoal 1.2: Strengthen the Interlibrary loan capabilities of every member in order that end users can secure needed information and resources which are not available at their local library.

The comments given below from school library respondents in the northeast and southeast support the survey findings that libraries in all geographic regions tend to agree about the provision of ILL services. The opinion of the respondent from a large public library in the northwest, on the other hand, expresses somewhat ambivalent feelings.

"INCOLSA provides timely, outstanding reference service in filling interlibrary loan requests. Staff have always been friendly, pleasant, and helpful and have suggested other resources when they could not fill our requests. It is the feeling of teamwork and cooperation that makes it a pleasure to work with INCOLSA." (school, medium, ne)

"We really appreciate INCOLSA!!! As a matter of fact, we do not see how we could survive without INCOLSA's services. We make extensive use of Interlibrary loan and other services since we do not have the budget to support our needs." (school, small, se)

"A scaled-down ILL staff in the regional office would seem to be the cause of less than speedy service. The staff is excellent to work with and does a good job. However, it seems that materials come less quickly than before." (public, large, nw)

Subgoal 1.3: Coordinate timely, cost-effective delivery of materials and information through physical and electronic means.

Although the survey showed no substantial differences in agreement with this subgoal when libraries are grouped by type or by geographic region, at least one school library in the northeast is unhappy with the Wheels service:

"We had a great delivery system of ILL materials with the ALSA network! The Wheels program, working through the Ed. Service Centers, is terrible. We canceled our contract!" (school, medium, ne)

The following comment from a large academic library in the central region is probably more typical of the general perception of the subgoal that is held by libraries of all types, sizes, and regions:

"For me, what counts are the practical matters helping me run my library better--the best example by far is the wonderful Wheels courier service." (academic, large, central)

Subgoal 1.4: Provide member libraries assistance in meeting the general and specialized information retrieval and reference needs of end users.

The remarks of one of the medium-sized academic libraries supports the survey finding that academic libraries tend to disagree that INCOLSA provides this service. However, the dissatisfaction expressed by one of the small public libraries located in the northeast does not seem to represent the generally favorable view held by the majority of public libraries.

"While there has been continued talk about 'Reference Centers of Excellence,' these have not yet come about. At present, reference service continues to exist in about the same way as it did in the days of the ALSAs, which is very uneven. Depending on the location of a library in the State, there may be very good reference assistance, or it may be practically non-existent. The way reference service is staffed has not even been standardized between regions. There are some real needs to address this issue." (academic, medium, sw)

"Our old ALSA service was superior." (public, small, ne)

Goal 2: Resource Development

Subgoal 2.2: Act as a stimulus for the development of community "freenets."

Only one comment referred directly to this item, suggesting that it may not be an INCOLSA responsibility. This viewpoint seems to reflect the perception held by most of the survey respondents.

"Are you including the state library in INCOLSA? The state library does offer some of the services INCOLSA does not." (public, large, nw)

Subgoal 2.3: Educate and train librarians and library support staff to serve as intermediaries in connecting end users to local, state, and global information resources — and to use appropriate information technologies.

Subgoal 2.4: Promote the availability of distance learning opportunities for library personnel statewide.

Statements relating to the provision of training workshops and other continuing library education programs drew mixed reactions from survey respondents. Those who

commented came from different locations, types and sizes of libraries, but expressed similar opinions. The perception appears to be that although CE opportunities continue to be offered, too few are localized; that this is one area in which the ALSAs were better able to meet their needs.

"Lack of enough continuing education programs is to be expected with only one field rep and no auxiliary staff assigned to this task to help in the planning. Added staff is essential. This was one of the most important services of the ALSAs and is the one that suffered the most in the INCOLSA reorganization. To say that regions should set up their own committees to take on theses tasks is not acceptable." (public, large, nw)

"I do wish that [CE] planners would realize that there is a world outside of Indianapolis." (academic, medium, ne)

"As more libraries and/or campuses, such as ours, install computer labs that can double as classrooms, it would be great to have more popular workshops held in each of the regions, not just in Indianapolis." (academic, large, ne)

"Workshops need to be around the state. Indy is 2 hours from here. Something closer to home - 1 hour would be great. (I have been saying the same things for several years and this is getting a little better.) (public, medium, nw)

"The types of things our ALSA offered as workshop met our needs. INCOLSA seems to have a set workshop schedule and offers little beyond that. (it is better this last year, but could be improved.) I really liked the reference and staff training workshops our ALSA did." (public, medium, nw)

"I have only worked at this library for one year. I am the only employee so have had no one to ask about these statements. I don't have time to read all the mailings I get from INCOLSA, so I may not be very well informed. Training sessions are normally scheduled for mornings or a full day during the week. I can only attend afternoons and evenings." (public, small, se)

"All your questions regarding continuing education speak of 'distance' learning. It would be nice to have more 'local' opportunities like the ALSAs provided" (public, large, nw)

Subgoal 2.5: Provide consultation and mentoring services to facilitate library participation in resource sharing, the adoption of new technologies, and the use of network programs and services.

"Because I am at an academic institution, there are many of the services for which I listed a 6 [does not apply]. The university provides many of these services to us so we don't have to ask INCOLSA for help." (academic, large, nw)

"Without INCOLSA, we would not have been able to implement our first automated system. They assisted us in the conversion to NOTIS." (academic, sw)

The two previous statements would seem to support the survey finding that academic library size tends to influence perceptions about this resource development subgoal. Although special libraries as a group did not seem to disagree that INCOLSA provides this service, the remarks from the small special library below indicate dissatisfaction, despite the library's central Indiana location.

"No, they don't [provide adequate consulting services]. I still dial access to OCLC and INCOLSA has dropped all dial access in the building. If there is a glitch in the connection, INCOLSA can no longer help." (special, small, central)

Subgoal 2.6: Develop, manage and evaluate appropriate cooperative contracting and procurement opportunities for the membership in order to save money, promote cooperative projects, and use resources more effectively.

"I don't like the new co-op plan for purchasing supplies. I much preferred the old plan with fewer selected products." (public, small, ne)

"We really appreciate the opportunity to participate in the INCOLSA bids for purchasing library supplies and equipment. This service has been quite beneficial to us." (school, small, ne)

The above are isolated comments; however, they do reflect a difference by type of library in perceptions about Resource Development subgoals.

Goal 3: Network Development

Subgoal 3.1: Sponsor market research and participate in planning in order to target priority network services for end users and member libraries

Subgoal 3.2: Plan for network development and assist with statewide planning through collaboration with end users and representatives from member libraries and other appropriate agencies.

As with the survey responses, there did not seem to be much interest in the broader issues of network policy and planning. No one specifically commented on the above two subgoals.

Subgoal 3.3: Promote the use of new or emerging information technologies which demonstrate promise for improving state resource sharing services.

There were only two comments on this subgoal, one from a public library and the other from a school library. It is interesting that both comments suggest that INCOLSA may not be sufficiently cognizant of the "real world" in which libraries operate. The large public library was concerned that too much emphasis is being placed on technology at the expense of non-technology related consulting. The smaller school library, on the other hand, apparently views INCOLSA's consulting role in this area to be important, but is not convinced that INCOLSA is taking into account the administrative structure that controls technology applications in school libraries.

"While we need this "virtual" vision and the push into the future, it should not be at the cost of those left in the real or mundane library world. Those in the public libraries still need to deal with policy issues, programming, training and the 'problem patron.' INCOLSA has seemingly abandoned (or would like to) the role that the ALSAs played in consulting or at least having someone that you could ask - someone that you knew. Most of these problems are more than likely growing pains of the NEW NETWORK and an attempt to find its direction. Unfortunately, there are too many needs and not enough people to meet the needs." (public, large, ne)

"In these days of networking, I find the school librarian's techno-decisions rely less on ingenuity and INCOLSA and more on the school district computer technician, who is responsible for connecting the whole district. These people have little knowledge of INCOLSA services. Due to this transfer of hardware control in the K-12 setting, INCOLSA needs to hit school administrators as well as the school librarians to encourage use of INCOLSA services. I have found support for this concept from other school library media specialists." (school, small, sw)

Subgoal 3.4: Promote the development of state, national and international standards and work to promote their use within the Network.

Subgoal 3.5: Participate in the development of state and national information policy.

Once again, the lack of comments regarding INCOLSA's role in helping to shape national and global information policy suggests that member libraries are more interested in the direct, immediately tangible sorts of services that networking offers.

Subgoal 3.6: Act as an advocate for libraries and end users at the local, state, and national levels.

> **"In general, INCOLSA functions adequately as our OCLC vendor and occasional trainer of staff, but as little more. We don't see them as advocates of libraries or new technologies that are relevant to us. This is more in the nature of an observation than a criticism--I'm not sure it should be their role to do so." (academic, large, central)**

This was the only comment from the survey that related to the advocacy role that INCOLSA does or should play. As with each of the other comments provided in this section of the report, it cannot be interpreted as expressing anything more than an individual viewpoint. However, it does seem to reflect an underlying, somewhat narrow, concept of what library networking is all about; that it fundamentally encompasses the sharing and extending of resources, including professional and technical expertise, that will enable member libraries to serve their end users more efficiently and effectively.

There does not appear to be a widespread recognition that libraries of all types need to communicate (to users, parent organizations, citizens, legislators, the business community, information policy makers and the like) the many benefits that everyone reaps from a relatively small investment in the nation's libraries. The repeated delivery of such a message through the single unified voice of its statewide network may be the most effective approach to strengthening the technological capabilities of the local library, thus allowing it to participate fully in all other networking initiatives.

Regional Member Library Focus Groups

Four of the eight INCOLSA field liaisons helped with focus group data collection. The field liaisons each identified a number of library directors, representing different types and sizes of member libraries in their region, who were then invited to serve as focus group participants. Although the consultants provided the questions used to guide the discussions (see Appendix), the field liaisons conducted the focus group sessions. Notes from each of the sessions were then mailed to the consultants.

The focus group sessions were held in the northeast, northwest, southwest and south central regions of the state. Thus, collectively, the diverse concerns expressed by focus group participants may be considered as representative of the differing concerns of member libraries of various types, sizes, and geographic locations in the state.

Focus group participants were asked to comment on INCOLSA's performance with respect to seven functions related to statewide information access and delivery and four functions related to resource development, all of which were derived from the 1994 network plan objectives. Participant responses are grouped according to the 1994 Goals and Subgoals and are summarized below.

Goal 1. Information Access And Delivery

Subgoal 1.1: Support public access to the Internet and provide guidance in the efficient use of the electronic superhighway

The focus groups identified three Internet-related areas in which they perceived an active INCOLSA role: helping the library with its initial connection to the Internet,

providing Internet training, and the INSPIRE project. Despite the relative recency of its implementation, participants who commented on their use of INSPIRE were unanimous in their favorable reaction. INCOLSA was praised by one participant because "they took into account every kind of library in the state. They could have done it on their own and billed it as an INCOLSA project [rather than] a cooperative effort." Another credited INCOLSA with "open[ing] the door to the Internet for my library. Without INSPIRE, my board may not have let us provide [Internet access]."

Reactions to INCOLSA's role in supporting Internet connectivity were mixed. Some participants were unaware of any specific support offered by INCOLSA; a few others indicated dissatisfaction with the timing or the level of support provided:

> **INCOLSA was a little late with helping libraries. Two years ago we were automating and not ready for the Internet. Now we are ready for it, but INCOLSA seems to have moved on in terms of cooperative purchasing of equipment and services.**

> **We did internet access on our own. We had the expertise and did not feel INCOLSA could move fast enough for us.**
>
> **We were willing to pay INCOLSA for help [in planning and setting up equipment, telecommunication lines, etc.], but no staff were available.**

The majority of comments regarding Internet access support by INCOLSA were favorable, however, as the following examples illustrate:

> **We're glad to have Internet access. I don't think I could have done it without the push and the encouragement, not to mention the technology grants, from INCOLSA and ISL.**

> **We relied heavily on INCOLSA at first through our grant process.**

An interesting trend that emerged throughout the focus group discussions was an uncertainty about the respective roles of INCOLSA and the Indiana State Library. One participant expressed this confusion by stating, "I don't know how anyone could evaluate this [Internet access support] as a negative. But I'm not sure what INCOLSA has done versus what Indiana State Library has done. We don't know where INCOLSA and ISL separate because they have both been very active in seeing that technology is advanced." And, during a similar discussion at another session it was remarked, "I think it was the State Library that provided Internet access money. I heard about it through interactions with INCOLSA at meetings and such. INCOLSA just kind of provided a forum for people to be heard."

On the whole, participants expressed satisfaction with the Internet training offered by INCOLSA. Some wanted more, however: "I think INCOLSA's offering technology workshops is great, but I want more Internet searching workshops." To which another participant responded, "Yes, now that we have the Internet we have more to do. We need a

method to organize good websites and a way to ensure websites are accurate and up-to-date."

Subgoal 1.2: Strengthen the Interlibrary loan capabilities of every member in order that end users can secure needed information and resources which are not available at their local library.

When asked about interlibrary loan, participants apparently thought immediately about the Wheels statewide delivery service. The INCOLSA field liaison who led the focus group in the northwest corner of the state characterized that group's response to Wheels as "very favorable," with comments such as "reduces the cost," "we save a lot of money," and "even with once a week pickup, response time is okay."

Similar improvements in postage costs and speed were noted among Wheels users at the other three focus group sites. One participant made the observation, "for years we were opposed to van delivery. The Wheels thing as far as we're concerned revolutionizes the process-- it's a noticeable improvement." Non-users of Wheels were pretty much in agreement on their reaction to the service, as reflected in this comment, "I can't wait a week and can't afford more frequent service. Subsequently we don't use it."

Subgoal 1.3: Coordinate timely, cost-effective delivery of materials and information through physical and electronic means.

This question was interpreted to mean both electronic information retrieved in response to end user's needs and the sharing of electronic information among INCOLSA and its member libraries. E-mail and the INCOLSA listserv were mentioned as useful tools for communication within the network. Two themes ran through the discussions: the usefulness of the legislative updates provided by INCOLSA and the convenience of being able to read, deal with, and then delete listserv messages:

"I always get too much paper mail that I never look at and it just gathers dust on my desk. I think the listservs are great."

"Electronic delivery is good. I'll deal with it immediately. I especially approve of the legislative listing."

INSPIRE was again mentioned as a valuable means of electronic information delivery. "Any electronic databases are good. This is a terrific project – and it will get better. When we're all trained it will be easier to use." Several participants commented on INSPIRE's usefulness to libraries of their particular type and size, for example:

"Schools have been using INSPIRE a lot. We couldn't have access to all these databases without INSPIRE. We still need training, but this should work well. And it's saving us a lot of money, too. "

"Small public libraries use the resources heavily. INSPIRE is important to us."

Irritations with electronic information sharing that were mentioned included: "multiple postings"; "computers are not as reliable as paper newsletters and information we used to get"; and "some messages from INCOLSA staff are too wordy."

Subgoal 1.4: Provide member libraries assistance in meeting the general and specialized information retrieval and reference needs of end users.

From the tenor of the responses to this question, it appears that network reference assistance has traditionally been valued, by smaller libraries particularly. "Having the reference backup at the INCOLSA offices is a very important service"; "We felt like we've always had a good turnaround on reference from INCOLSA"; "Workshops on electronic reference (DIALOG, etc.) are okay, but not needed by larger libraries."

Two changes related to reference assistance were mentioned at several of the focus group sessions: less need to depend on INCOLSA to help answer reference questions as a result of access to the Internet and improvements in staff skills:

"I have sent my staff to the reference workshops, and they have helped tremendously. I think my staff have better reference skills, and they have more confidence about working the reference desk. And, of course, the Internet helps too."

"It is much easier to use INSPIRE than to call [network] Reference Services."

"We request less help from Reference, which probably means our collection has been upgraded and the Net is providing lots of answers."

"Yes, our library is the same. Our staff is getting better with the Internet and search engine use, and can find things we couldn't find before.

Subgoal 1.5: Achieve a statewide borrowing program that allows users to have access to materials and information regardless of where they live or where in Indiana the information is located.

At the time that the Interim Group was developing its plan for network reorganization, a contentious debate was apparently occurring over the issue of statewide reciprocal borrowing. Consequently, the report included, as one of its proposed network objectives, the improvement of statewide reciprocal borrowing capabilities. Judging by the focus group responses, this is no longer a pressing issue, or at least it is not seen as a responsibility of INCOLSA.

One participant remarked, "The State Library is the one setting the rules and policies. What is the connection with INCOLSA to reciprocal borrowing?" Among the replies received by the questioner were these: "In the past net lenders got funds returned. If INCOLSA wants to take on reciprocal borrowing, that would be fine"; and "What about the SHInE disk and the Fort Wayne disk? Didn't INCOLSA do those? I think that helps with reciprocal borrowing."

One telling comment came from the director of a public library in the southwestern part of the state, "Statewide reciprocal borrowing is an oxymoron in Indiana as long as

large libraries refuse to reciprocate." One of the participants in another regional focus group made this insightful remark, "I think the little networks have gotten better. By that I mean the interaction between hospitals, between public libraries, between academics, has gotten better. Statewide we are depending on each other more. It has made us stronger and closer."

Subgoal 1.6: Expand distance learning opportunities available to end users.
Subgoal 1.7: Promote end user education to assure efficient use of network services and users' abilities to access the collective resources of the membership.

Participants were confused with regard to what the term "end user" meant. Some apparently interpreted "end users" as being both themselves and their library's users:

> **"Well, if end users are us, then I think the workshops have gotten rave reviews. They were all excellent. I applaud the technology workshops. We try to provide mini workshops for our staff. Our staff then helps our patrons. So maybe this is what the question means."**

Another participant at the same site commented,

> **"INSPIRE workshops should be good. Maybe the INSPIRE workshops will benefit the end users, because we can teach our patrons what we learned at the workshops."**

At another focus group location, the response was somewhat less favorable, "INCOLSA is a technology organization but it almost seems like it is too technical. Out here in the real world we have to deal with meeting patron needs with both print and non-print sources and it seems at times like INCOLSA is pushing too much electronic technology at us. At least give us some help with integrating the two sources." Another participant from this same site also questioned the role of INCOLSA in end user education by commenting, "I am not aware of anything that INCOLSA is doing for end users. The training they offer is for librarians and professionals, not end users."

The focus group recorder at another site summarized the response of the group to the question in this way, "INCOLSA is encouraging member libraries to form continuing education committees. One person said this is not satisfactory because more responsibility is being placed on volunteers. ALSA was more satisfactory. The INCOLSA staff person is spread too thin. But the feeling is that given the resources available, INCOLSA does a good job."

Goal 2: Resource Development

Subgoal 2.1: Provide ways by which members can identify and gain access to resources held by Indiana libraries through their contribution to, and participation in, state database development.
Subgoal 2.3: Educate and train librarians and library support staff to serve as intermediaries in connecting end users to local, state, and global information resources — and to use appropriate information technologies.

Interestingly enough, questions about resource sharing provoked the only overt expressions of what seems to represent lingering remnants of doubt about the reorganization of the statewide network. Although every indication is that this negative view of INCOLSA is held by a very small minority, it did surface at two of the focus group locations. One give and take centered around OCLC:

> **"I get upset that INCOLSA seems so strongly tied to OCLC that other things aren't an option. Such as SHInE and ASC, and letting new people into these groups. It appears that a lot of time and effort staff-wise at INCOLSA is toward promoting OCLC. INCOLSA is a marketing service to OCLC and that is not too much of a benefit to the rest of us."**

> **"This is exactly why we worried about the merger. We were afraid INCOLSA would push OCLC on us, and we don't want it because we don't need it. It's too expensive, too."**

> **"But a lot of INCOLSA members use OCLC. It's complicated, so we need INCOLSA's help on this."**

Comments made in response to the resource sharing questions at the other focus group meeting seem to suggest that the diversity in size and type of the member libraries continues to be problematic. Although one participant identified a specific instance in which resource sharing has been enhanced ("Thanks to the password provided by INCOLSA, I am able to use the British Lending Library"), others questioned INCOLSA's role. For example:

> **"In order to help member libraries meet their resource sharing needs, INCOLSA needs a mission. Does INCOLSA have a mission statement?"**

> **"A lot of what INCOLSA does is intended to help members share resources but there are a lot of little libraries out there that do not have access to the technology necessary to participate. For whatever reason, INCOLSA seems to have forgotten about them."**

> **"Some people feel that INCOLSA was originally designed to be the ALSA for the academic community. And now they have Project HiNet that serves only the Indianapolis schools. These actions don't seem intended to facilitate resource sharing."**

Subgoal 2.3: Educate and train librarians and library support staff to serve as intermediaries in connecting end users to local, state, and global information resources — and to use appropriate information technologies.

Subgoal 2.4: Promote the availability of distance learning opportunities for library personnel statewide.

Overall, the response to INCOLSA's role in distance learning appeared to evoke a favorable response. The following are typical of the comments received:

"I have noticed more DL coming from INCOLSA. Having INCOLSA meetings and things like budget and bookkeeping available throughout the state is a real benefit for those a ways from Indianapolis."

"This is obviously an INCOLSA function, as opposed to its function as far as reciprocal borrowing is concerned. At least the technology end of distance ed. seems to be INCOLSA's area."

"I like distance learning, but for us it is a choice between going to Fort Wayne or Indianapolis. I would like to see a distance site here in our area [Richmond]. We at IU East have the facilities and the equipment but we don't speak the same language. I would like to see us work out the compatibility problems so we can offer it here."

"I have the distance learning equipment in my library. I have used it a few times, but my patrons, who really were excited about getting it, have not used it all. They think it's too expensive. They wanted it to take classes, and now they are just driving to the classes because it's cheaper, even though it takes more time."

Focus group participants raised some of the same sorts of issues that are commonly heard with regard to any attempt to provide library continuing education aimed at a diverse statewide audience: (1) Workshops are never offered in my area of the state; (2) Topics are not relevant to my size, type of library; and (3) The costs are prohibitive. On the other hand, there seemed to be a consensus among participants that the provision of continuing education opportunities is an important network service and that INCOLSA should continue to seek creative solutions to some of the CE delivery problems.

These comments are typical of those concerned with cost issues: "INCOLSA has cut in an area that we think is important [continuing education]. Programs are now more expensive that they used to be. Continuing ed. should be more fully subsidized by INCOLSA. Library budgets have trouble handling this. But the quality of the programs is good"; "They have more [CE opportunities], but the cost is too high. INCOLSA is not meeting the CE needs of the small library. Too expensive"; and "Charge per library instead of per person. More subsidy would be good." The following comments illustrate the other two prevalent concerns: relevancy of continuing education topics and the need to bring the workshops into more areas of the state.

"It's too hard to measure "improvements." There is too much focus on technology workshops at the cost of other topics. Topics such as general management. We're looking at purchasing, security, legal issues, and other things we could use workshops on."

"I'd like to see more workshops on adult services like selection and specialized fiction."

"There never seems to be anything specific to schools. We can never get the time to go to the workshops anyway, so I guess that's why schools aren't included."

"I appreciate the training that INCOLSA has to offer, but I would like it more local. We have facilities here to handle all sorts of programs but it seems like we are always going to Fort Wayne or Bluffton or Indianapolis. I wish we could offer more here."

"I've noticed more regional sites, but continuing ed. is still concentrated in Indy – nothing in the southern part of the state."

"When they have workshops in Vincennes, Evansville, Terre Haute, Jasper – I will answer favorably."

"There are wonderful opportunities in Indy, but I cannot leave (my library). It is really frustrating to see this. To feel the need but not be able to get away to drive to [the workshop]."

"Sometimes we feel punished for living in the south with poor interstate connections."

"Perhaps they could canvas us to see if we would be willing to pay extra to move the workshop farther south."

One participant voiced some impatience with the scheduling of workshops: "I don't like the fact that INCOLSA does not offer all the workshops they list. They don't seem to be offered when we need them. Maybe we are a bit out of sync, but it seems like too many of the listed workshops say, 'not offered this quarter.' They need to either offer them or not put them in the catalog. I wonder how they choose when they offer workshops." Another voiced this suggestion, "I wish INCOLSA could offer more programs on Saturdays so I don't feel guilty about leaving my library during work hours."

The following are typical of the favorable responses to INCOLSA's continuing education offerings that were expressed in the focus groups:

"The programs that INCOLSA offers give me more of an opportunity to visit other libraries and meet people outside the Indianapolis CIALSA region."

"INCOLSA has always done a lot of training. CE programs have always been available. There are only a certain number of these you can go to, but there are a lot of opportunities."

"The workshops help me do a lot of local networking. I would miss not having the workshops."

"I recently attended a telecommunications workshop done by INCOLSA. It was a bit over my head, but it was a good introduction overall."

"I've not been able to attend as many workshops as I would like, but I feel like the ones I have attended have helped.'

'I particularly liked the Universal Service Fund workshop."

Subgoal 2.6: Develop, manage and evaluate appropriate cooperative contracting and procurement opportunities for the membership in order to save money, promote cooperative projects, and use resources more effectively.

Perceptions concerning INCOLSA's assistance in obtaining cost savings on materials, supplies and equipment for member libraries appeared to vary among the focus groups a little more than those of the other services we asked about. Some of the participants who identified their organization as a school or special library indicated that they did not use the vendor discounts negotiated by INCOLSA. For example, one person commented, "Schools don't participate. INCOLSA doesn't get better deals than schools can get from the same vendor. The educational consortium has better deals," while a law librarian indicated that such agreements are "not applicable in our situation."

Other responses to this question included a few that professed to having no awareness of the service, and several who indicated that they experienced cost savings on particular items, such as supplies and jobber discounts, but made no use of other INCOLSA cooperative agreement opportunities.

"It took me a while to start using discounts, but now that I've found them I think they're great. We use it for all our library supplies."

"We use it for big ticket items."

"Where is information about other kinds of equipment that we can get discounts on? If there are other cooperative discounts, such as on copiers, big equipment, microfilm readers, and other items, where can I find this out?'

"I like the new system of across-the-board discounts for any item from Brodart, Demco, or whoever. It's easier and faster than the old way, using the catalog."

"We have purchased CD-ROM databases through INCOLSA. But we can do better on non-print, videos, etc. on our own."

One of the participants expressed dissatisfaction with the currency of the discount prices quoted by INCOLSA: "The information INCOLSA puts on the Internet, especially a lot of the CD-ROM prices, are just very out of date. And when you talk to the people in charge they almost belittle you for talking about these prices you looked at, and then they make it seem like a big chore to have to guide you through the process. Sometimes I just feel like hanging up on them except that I need the discount."

At three of the focus group meetings, participants discussed being consulted by INCOLSA about new services or products that could be purchased cooperatively. There was a bit of a contrast in the perceptions of the participants, depending on the focus group region. The recorder for the focus group held in the northwestern part of the state characterized the discussion by noting that it was the general feeling of the group that the member librarians were not always consulted about new services in the past, but that the situation is better now.

On the other hand, the participants from the southwest area of the state felt that they "are not consulted" on future purchases, instead they are just informed after the fact. The notes of the meeting state that "there is a real need to get some specific databases." Participants feel that "consultation should be regular and periodic and on a schedule," and "it should go across the board – even INSPIRE." Then there should be a "follow up with evaluation of users."

The fact that some member librarians in southwestern Indiana feel that they are not being asked about their preferences seems to correspond to the perception that they are isolated, due to their location, from other services of INCOLSA, such as continuing education. Participants in the south central area of the state, however, made a point of noting that they are being consulted, particularly with regard to the databases for which INCOLSA should seek licensing agreements. "INCOLSA is holding meetings to ask us what new databases should be added to INSPIRE. That's a good idea. They're doing it by type of library, so everyone should have a say in what databases are added."

One of the participants in the south central focus group suggested that the concept of cooperative purchasing be extended to include "cooperative grants and programming."

"We need someone who knows about grants who can give us some ideas on grant opportunities. We need someone who is scanning grant literature and will facilitate for us. Indiana libraries need to get together and go for these grants. We all know Lilly Endowment does grants. Who else? We need to share our time, money, etc., and cooperatively work on grants. We could supply some work and money, but we need to get someone to work on the grant for us. We need lots of humanities grants for "classy stuff" and other quality programming outside of technology. Just money, or collection development, too. Money is okay, but we need someone to oversee the grants, organize the grants. In the past there have been people from around the state, maybe IU or other places. "

ADDITIONAL COMMENTS

The south central focus group made several general comments regarding certain perceived needs that they felt INCOLSA should address. These included: "a good email service"; "a chat line"; "technology advisors for each area"; "a better delivery system. Wheels is fine for smaller, less demanding libraries, but some of us need better turn around time. Maybe some sort of 'on demand' service." There was also the suggestion that the online calendar of events maintained by INCOLSA was in serious need of improvement:

> **"The calendar of events that INCOLSA offers on the web page is a joke. They list a few meetings and classes, but most of the things going on around the state never make it. I thought this was supposed to be for use by everyone – schools, public libraries, state library agencies, regional councils."**

Two of these general comments implied that there is a need to recapture the feeling of regional identity and shared local problem solving that seems to have been lost with the reorganization and the single statewide network concept.

> **"It seems like we have come full circle. In the years before the consolidation, we had a more cozy, closer feeling out here. When the ALSAs dissolved, we began a more centralized focus. Now we seem to be hearing more people say that the old times were better. We need more local interaction."**

> **"INCOLSA is the only statewide library agency with people working out in the field in each area. We should use that to facilitate more interaction among members."**

This perception is an interesting contrast to the feeling expressed by one of the participants in the focus group held in the northeastern part of the state, mentioned above in reference to statewide reciprocal borrowing. That comment suggested that interactions between types of libraries ("little networks") has improved. The implication was that there now exists more interdependence (on an informal networking basis) among types of libraries that has resulted in making them "stronger and closer."

Indiana State Library Advisory Council Focus Group

On April 17, 1998, the Indiana Library and Historical Board (ILHB) and the Indiana State Library Advisory Council (ISLAC) held a joint meeting in Indianapolis. Those attending the meeting were invited to participate in a focus group session facilitated by one of the consultants. The five member Indiana Library and Historical Board, although it has broad governance and oversight responsibility over the Indiana State Library, is less intimately aware of INCOLSA's specific services and activities. So it is not surprising that none of the ILHB members accepted the invitation to participate; nor should their non-participation be viewed as problematic with respect to the network evaluation.

ISLAC, in its advisory capacity to both the ILHB and the Indiana State Library, has a closer involvement with library activities and the needs of library users in the state. One of its responsibilities on behalf of the State Library is to review library grant applications from INCOLSA and from individual member libraries. Thus members of ISLAC have a current awareness and understanding of library development and networking activities in the state, making their participation in a focus group session an important element in the evaluation process.

Although only four ISLAC members joined in the focus group, they added a unique perspective and insight to the evaluation. As with most ISLAC members, the participants in the focus group also have library affiliations, including affiliations with INCOLSA member libraries.

In a free flowing discussion of the role and responsibilities of INCOLSA, participants provided their views on the current relevancy of some of the goals and objectives listed in the original Interim Group reorganization plan; addressed problems inherent in statewide cooperative, multitype library networking; and offered suggestions concerning future directions for INCOLSA. Major themes that emerged from the focus group concerned the need to:

- **maintain an open and cooperative planning process;**
- **sustain INCOLSA's position on the cutting edge of technology by continually updating the technological expertise and training of network staff;**
- **explore additional methods to communicate with member libraries; and**
- **retain resource sharing, continuing education, and Internet access as top priority services.**

The INSPIRE project was identified as a prime example of an INCOLSA initiative that has been implemented as a highly collaborative venture, funded through federal, state, and corporate foundation grants, and free of any "turf battles." It was observed that one of the valuable characteristics of INSPIRE is that all of the member libraries are able to view themselves as benefiting partners and stakeholders in a cooperative venture, rather than just as end users of an "INCOLSA project," or a "State Library project."

In this connection, the facilitator mentioned that member library focus group participants had said they were confused about certain services, whether they were being provided by the State Library or by INCOLSA. The ISLAC participants felt "that's a good thing," and that library networking in the state will be greatly enhanced as member libraries begin to perceive all services as "seamless" components of the cooperative network.

The discussion of interlibrary loan services provided by INCOLSA centered on document delivery issues and the Wheels delivery service. It was agreed that "the idea of a statewide delivery service is nice," but some member libraries were not as satisfied with Wheels as were others. The libraries mentioned in this regard were school libraries, many of which do not use Wheels. An every second or third day delivery schedule is not often enough: "kids just won't wait." It was suggested that INCOLSA consider offering/ encouraging an electronic alternative whenever feasible.

Participants felt that staff should be increased at INCOLSA in order to more effectively help member libraries provide reference services to their end users. However, the point was also made that the Internet will change ILL, that there are already dramatic changes being seen in information services. It was suggested that perhaps INCOLSA should consider using its Internet site as a virtual reference center from which INCOLSA staff would provide reference service to member libraries. In addition, an electronic "help desk" might be set up to field technology questions. It was further suggested that answers to frequently asked questions (FAQs) also be made available through the INCOLSA WWW site.

Recognizing that INCOLSA does not have enough IT staff to provide all the direct help needed by the smaller member libraries in particular, an interesting suggestion was made with respect to investigating the possibility of outsourcing technology assistance. Almost every community has individuals or commercial firms with information technology expertise that might be made available on an as needed, contract basis to the local library. Care would have to be taken, however, in the selection of the outside IT person. In smaller communities, where the need may only be for elementary level technology help, there are probably young people who might be able to supply such assistance. INCOLSA might consider setting up a program through which it trains local high school students (then perhaps issues a certificate) to install software and hardware for the local library and to take care of basic equipment servicing needs.

It was suggest that training sessions provided to the member libraries be geared to times of the week, the day, or the year during which people from certain types of libraries would be able to attend. Getting release time is problematic, therefore, summer training may be more useful to school librarians, for instance; or INCOLSA may try offering training workshops during ILF conferences. Utilizing expertise available at the community level to conduct training programs may also be worth considering, in order to localize the training for those having difficulty traveling to Indianapolis. Use of Internet facilities or computer labs at local colleges and technical schools as training sites may be an option as well. A well-designed, creative "train the trainers" program was also suggested as a means of localizing IT workshops by disseminating training expertise from state to regional to local levels. The problem of providing adequate pay in order to retain the services of trainers was also mentioned.

With regard to other issues for future consideration, participants suggested that a shared scanner initiative may be the way to quickly build a statewide database of information contributed by local libraries. This would involve training as well as bringing individuals to INCOLSA with the documents to be scanned.

It was stressed that the process INCOLSA uses in its ongoing planning should continue to be open, broadly participatory, and "friendly." INCOLSA should actively seek ways to get the members involved; to get the maximum amount of input. Using the Brown County fall legislative conference, utilizing the Members Advisory Committee more effectively in this regard, and increasing the visibility of the field liaisons were suggested as ways to provide more opportunities for members to share ideas. Perhaps a mentoring program might also be instituted that uses larger members to partner smaller ones as a means of encouraging local and regional networking among member libraries.

The major issue for INCOLSA to address, according to participants, will continue to be the wide diversity of needs that exists among the membership. (Smaller libraries need different services, but not more services. Technology departments of some academic institutions provide adequate IT assistance to the library, so it does not need INCOLSA's services in this area; but it may need their resource sharing services).

If each member library felt that there was at least one very important service being provided to meet its needs, perhaps there would be fewer expressions such as "INCOLSA is for large libraries," or "INCOLSA has nothing for school libraries," or "INCOLSA is geared toward public libraries."

Comments from Key Individuals

The final piece of qualitative data to be collected for the evaluation consisted of email comments solicited from a small group of key individuals. The perspectives of these persons were considered important because each had worked in one or another capacity for a number of years toward the goal of coordinated statewide library networking, and/or had substantive first-hand knowledge about the former ALSA network, the developments leading to its voluntary dissolution, and the subsequent transition to the present INCOLSA network.

Responses were received from seven of the individuals who were asked to reflect on one or more of the three overarching network goals by identifying specific examples of INCOLSA activities and initiatives that they considered relevant to each goal. In addition, they were requested to recommend a future agenda and direction for INCOLSA by noting any of the 1994 goals or objectives that should be retained as network initiatives, and by identifying additional priorities that INCOLSA should consider establishing as part of its planning for the next five years. The comments received are quoted and summarized below.

Goal 1. Statewide Information Access And Delivery

The two most recent — and quite different — initiatives, INSPIRE and Wheels, were included by all of the respondents as obvious examples of highly successful INCOLSA projects. Most listed both initiatives under the goal of statewide information access and delivery (although they were also noted under Goals 2 and 3 as well). References to INSPIRE as a Goal 1 success story included the following:

> **"INSPIRE is certainly the latest and most high-tech initiative. It has extended library service to a whole new at-home, at-school, and at-work audience. In my view, it is already enormously successful (I can look at the IU catalog without having to park!) and I believe it will be a very important service to INCOLSA members in the future, and that it offers lots of opportunities for further development and extension."**

> **"INCOLSA's work on INSPIRE has also provided end users with direct access to materials that many of them could not otherwise afford. I also think that INSPIRE is working exceptionally well."**

> **"INSPIRE---this service provides access to databases to all libraries. This represents a great example of what can be done together that could not have been done alone. Great job!"**

Respondents expressed similar reasons to explain the success of Wheels, the relatively low tech (i.e., non-electronic) project designed to improve on the turn-around time and lower the costs involved in the delivery of ILL materials:

> **"WHEELS, the statewide courier service, is probably the service (possibly with the exception of INSPIRE) that reaches the most INCOLSA members--450 or so out of 750. In some public libraries before WHEELS, patrons had to pay the cost of postage to receive an interlibrary loan, certainly a barrier to access. In one high school that I visited as a member liaison, the media specialist told me she had run out of postage money that year before term paper time and had been unable to use interlibrary loan. And for universities, the cost of postage climbed in direct proportion to their increase in traffic, whereas with WHEELS they pay one annual fee and can send unlimited packages. WHEELS has also served as a "recruiter" for INCOLSA, as several libraries which were not members or had not ever participated in interlibrary loan before, joined in order to get WHEELS service."**

> **"Certainly the WHEELS program has been an outstanding example of access and delivery. While I understand there are still a few lingering problems with WHEELS in the southern part of the state, it seems that the system is running extremely well and efficiently. I suspect that our initial suspicions have largely been erased."**

> **"INCOLSA WHEELS has given us a cost effective way of sharing resources around the state. Although the materials are moderated through libraries rather than going directly to end users, WHEELS has worked exceptionally well for us."**

One of the respondents added a few comments regarding the appropriateness of an INCOLSA role in meeting several of the individual Goal 1 objectives or subgoals. These comments bear repeating here:

> **"Both the INSPIRE Project (virtual library) and WHEELS (document delivery service) have added to statewide information access and delivery for the end user. However, the subgoals are either still in process or have changed and are no longer viable as goals, e.g., Support public access to the Internet... INCOLSA provides workshops on Internet use & HTML but on**

the whole INCOLSA has not sought funding to expand Internet access nor maintained or expanded technical support for the Internet due to lack of staff. But because of the Internet explosion most libraries are wired through a combination of other sources and organizations."

Goal 2. Resource Development

As noted above, INSPIRE and Wheels were also seen as initiatives aimed at meeting the objectives of the Resource Development goal. The following quotes illustrate this perception of the two services:

"Certainly, the INSPIRE project is the most valuable and obvious example of an undertaking by INCOLSA (and others) to provide integrated statewide resources to the citizens of Indiana. It represents everything that INCOLSA and the ALSAs were created to accomplish."

"INCOLSA Wheels---this service provides document delivery for the entire state. Although there are some pockets in the state that are not as well served as before (primarily school libraries in the old Tri ALSA and NIALSA areas), equal or better service is provided to the majority at a significantly reduced cost."

"The implementation of INCOLSA Wheels is a dramatic example of an initiative which enhances resource sharing among the libraries of Indiana.

Among the several other projects that were also given as examples of the network's endeavors toward achieving this second goal, OCLC services were mentioned the most often:

"The on-going efforts of INCOLSA through OCLC of building electronic records of the state's library holdings provides the foundation for resource sharing and inter-library loan -- for all size libraries."

"Of course, the continuing provision of OCLC services by INCOLSA gives the basic information from which other resource sharing activities can take place. From my perspective, INCOLSA does a wonderful job of providing OCLC services."

"Examples of services that provide the benefits of an integrated statewide resource sharing system: OCLC---this service continues as before, but

efforts have begun to provide a service for small libraries. Millard serves on an OCLC small libraries task force and has continued to emphasize the need for OCLC to find some way for small libraries to participate. OCLC has responded and is in the process of piloting such an opportunity."

"OCLC continues to be of the greatest importance to the larger libraries in the state. One of the reasons the New Network chose to merge into INCOLSA rather than start from scratch was to protect the OCLC services and agreement. I believe that INCOLSA succeeded in that."

Ongoing support for regional union catalogs was viewed as another example of INCOLSA's efforts to accomplish its resource sharing goals. The consensus among those mentioning this service seems to be that the existing union catalogs are highly beneficial to resource sharing within participating regions.

"It seems that this would be a good place to mention INCOLSA's support for regional shared catalogs. The Bloomington-area catalog is reputedly doing very well, and I understand that plans are underway for another regional catalog in the West Lafayette and north area. This seems to be an excellent way for libraries within a given area to share their resources, or at the very least make their resources known through the region. I do not think that this duplicates any other INCOLSA or OCLC product or service, and I think INCOLSA needs to encourage such networks."

"The SHInE and ASC INDIANA regional union catalogs continued to extend the benefits of resource sharing--both borrowing and lending--to patrons of some of the smallest public and school libraries in the state. Both groups have a ` new members in the two years since the New Network plan and they recently received funding from the State Library to move their catalogs from CDs to the Internet. High interest in that project has resulted in an invitation from a group of school and public libraries in the northwest area to INCOLSA to come up and assess interest in starting a third union catalog. From INCOLSA's point of view, it's a low-cost practical way to involve more libraries in resource sharing and with the Internet, I believe it will become a valuable end-user resource like INSPIRE. From the local library's point of view, it gave them assistance with conversion and automation, so that they are now full-fledged

players in the contemporary information business. It has certainly been a partnership all along."

INCOLSA's role in the provision of statewide reference service apparently also came to mind when several of the respondents thought about the Resource Development goal. The perception seems to be that this is an another important area in which INCOLSA is succeeding in meeting its objectives.

"Interlibrary Loan/Reference is still provided regionally which was a major request of member libraries. But we are a statewide network, and thus ILL and reference requests can and are moved from one region to another when there is an emergency. Work on consolidating and redesigning ILL to maintain quality ILL services is still in process -- as is the centers for reference excellence."

"INCOLSA has released a request for proposal for statewide reference service. This has the potential of INCOLSA Wheels in providing clients with the very best service at a reduced cost."

One of the respondents summed up INCOLSA's successes in meeting Goal 2 objectives in this way:

"INCOLSA has been instrumental in continuing OCLC, creating Wheels, developing INSPIRE, serving the PALNI libraries and Project HI NET in Marion County. These are all excellent examples of resource sharing."

Another respondent referred to INCOLSA's achievement of several specific subgoals:

"INCOLSA Continuing Education; Distance Learning and cooperative purchasing agreements opportunities have been developed and INCOLSA has met most of the objectives."

However, this same individual expressed an opposite view concerning certain other Resource Development subgoals:

"Subgoals for a statewide borrowing program; expand[ing] distance learning opportunities available to end users and promoting end user education to assure efficient use of network services... have not been addressed and perhaps might not appear in future plans as they are listed now."

> **"The development of community freenets has not been a priority and have developed quite independent of INCOLSA."**

Goal 3. Network Development

This particular goal, which largely focuses on macro level planning and policy objectives, is apparently concerned more with promoting statewide networking as a concept, and strengthening the network itself as an entity, than it is with developing specific programs or services to offer to the member libraries and their end users. Consequently, the goal may have proved difficult for the respondents to interpret appropriately. We asked our key respondents to:

> Describe situations in which INCOLSA, since 1994, has encouraged research and planning to improve information access and to further information resource development in Indiana. To what degree has INCOLSA been successful in each of the situations you identify?

Although the research and planning elements of network development were specified in the question, only one respondent addressed these aspects directly:

> **"As an INCOLSA employee, and ostensibly the "planning specialist" this was an area of frustration for me. Shortly after the merger, I developed an evaluation plan which was never implemented. I also suggested a school library needs assessment to see if there were services that might be developed to meet these members' needs, as I felt that the numbers showed they were underutilizing the network. It was also never implemented. The third effort that I know about was a focus group project, in which library staff members received training and were supposed to go home and conduct focus groups for neighboring libraries and then send the reports to INCOLSA to form the basis of INCOLSA's planning. I don't know if anyone ever did, as I haven't seen any reports."**

The other respondents referred once again to specific INCOLSA access, delivery, and resource sharing services, such as INSPIRE:

> **"The obvious answer to network development is INSPIRE. While it is too early to assess its overall impact, INSPIRE is heavily used by all accounts. This project is certainly a boon to smaller libraries who would otherwise never have had access to some of this material. Future upgrades to INSPIRE could mean faster and heavier use. One key measure of its success is to note that two other areas, Michigan and England have already book Millard for presentations on INSPIRE."**

"INSPIRE is the development that comes to mind. Millard Johnson provided a lot of leadership on this project and the INCOLSA staff has done a wonderful job of getting it up and running on time."

"INCOLSA's leadership in terms of document delivery (WHEELS) and resource sharing (OCLC, Statewide reference, PALNI, HI NET, INSPIRE) are true success stories. They are now beginning some conversations with the academic libraries that may lead to a consortia of the old SULAN folks, PALNI and others."

RECOMMENDATIONS FOR A FUTURE AGENDA

The key individuals who were surveyed by email were also asked the following question: What new goals should be considered for the next five years which are not mentioned in the current 1994 plan? They provided a number of interesting responses:

- "Statewide database development has not been a priority to date but will probably take a new lease as we work to add to the information and data accessible through INSPIRE."
- "Other than database development, I would say that members are positive and would like us to continue to provide more and better CE, distance learning and cooperative purchasing discounts."
- "Resource sharing has to remain number one. But I don't just mean interlibrary loan and shared databases. Libraries spend 60% (and for schools maybe 85%) of their budgets on staff and the network has not yet maximized its potential to help libraries develop staff. I think that the paradigm shift that's occurring in professional development in the education world will filter out to libraries. There will be an important, but different, role for INCOLSA to play when libraries begin to imbed their professional development into their work day and their standards and to evaluate performance against customer expectations."
- "I think that network development--that section that included market research, policy development, and research and incubator projects--will be very important. As libraries get further into the Information Age, the equipment, building, and human resource investments will increase to the point that it is very costly to make a mistake and libraries don't have much "risk capital." I

think INCOLSA could act as the coordinator of consumer research and technology research that would be valuable to libraries."

- **"I can't remember where the partnerships fell in the plan, but I think the importance of strong partnerships will play a critical role. In the past three years, INCOLSA has developed vastly improved working relationships with the State Library, ILF, Pony Express and maintained those with OCLC and Brodart (and maybe others). In the future, INCOLSA should seek out strategic partnership opportunities with the school and business communities and maybe others"**
- **"Development of resource sharing opportunities for all types and sizes of libraries across the state is the most important goal."**
- **"Staff development and support of technology for libraries must continue to be addressed. We have made some efforts in this regard, but I believe more needs to be done. I also believe it is very important for the types of library councils, the regional councils and the Member Advisory Council to continue to define their roles and to become strong entities within INCOLSA if we are to reach our full potential as a multitype library network."**
- **"The development of the virtual library should be the focus for the next few years."**
- **"Communication: With members. My field visits indicated that some people were not getting what they wanted to know, while others had literally boxes full of documentation that they didn't want. I think INCOLSA is in good touch with some members and has an appropriate mix of services for them, so that they get their money's worth. There are many others who do not use many services and seem to me to be on the fringe (if not over the border) of INCOLSA's awareness. They're not too interested and never attend meetings, probably don't read the mailings, and don't use ILL, delivery, etc. (although I don't know if INSPIRE is helping). I think INCOLSA should endeavor to reach out and find ways to develop a relationship with these members."**
- **"Communication: With everybody else. The rest of the world doesn't know much about the network and INSPIRE is a great opportunity to tell INCOLSA's story."**

- **"More strategic partnerships"**
- **"More and deeper professional development. I think that libraries have a very big re-training challenge, everything from the techno-skills to new team-building management styles."**

ADDITIONAL COMMENTS

"First and foremost INCOLSA became one organization under the leadership of Millard Johnson and the INCOLSA staff. This merged organization made it possible to analyze services and their costs more carefully than ever before. Many duplicated services were eliminated and new initiatives begun to provide UNIFORM statewide service. (Careful examination of services showed that there was a considerable discrepancy in the level of service provided by various ALSAs.)"

"There's a lot INCOLSA's doing right and room for improvement too. The statewide merger was clearly the right choice, and even though the transition was a little rocky, I believe member support and trust are slowly returning and INCOLSA is on a nice upward trend. May it continue indefinitely!"

"While INCOLSA leaps forward technologically, we also need to be reminded that INCOLSA is built from individual members. INCOLSA should not become so tied up with its technology that it forgets to visit or listen to the individual members using its regional staff. Impersonality breeds lack of participation and apathy. INCOLSA must not get to that point."

"I believe that INCOLSA has been incredibly successful in meeting its basic mission of promoting technology, automation, and resource sharing among libraries, given the range of services being provided to such a large, diverse group of libraries, and also given the fact of level funding for a number of years."

NETWORKING PATTERNS IN OTHER STATES

Electronic library networks of one sort or another have existed in most states for quite a number of years now. Generally, academic libraries began earlier and have consequently advanced further in their individual automation endeavors than have other types of libraries. Therefore, it is not surprising that resource sharing systems were initially established among university and college libraries, with regional and other type-of-library networking activities lagging somewhat behind.

The convergence of a number of factors in more recent years has led to something akin to an explosion in planning for library and information network development on a multitype, cooperative, statewide basis. In the late 1980s, the Internet (begun two decades earlier as an international network of networks for researchers and computer experts) became increasingly available to everyday computer users through a number of commercial online service providers. The phenomenal growth of the Internet itself, as well as the rapid expansion of access to it by the ordinary computer user, were accompanied by several important pieces of Federal legislation and Clinton Administration initiatives:[8]

- the High Performance Computing Act of 1991, which authorized the National Research and Education Network (NREN) as the network infrastructure for libraries and educational institutions;
- the introduction of the National Information Infrastructure (NII) initiative in 1993 to serve as the blueprint for implementing NREN;
- the Clinton Administration's call for the NII, with the key component of an expanded, commercialized Internet (i.e., the Information Superhighway), to play a key role in the economic, educational, and overall societal development of the country (later expanded to an international vision of the GII, or Global Information Infrastructure);
- the Federal Telecommunications Act of 1996, with its major underlying concept of expanded universal service (including access by every individual, not only to telephones, but also to advanced communications and information services);
- the Snowe-Rockefeller-Kerrey-Exon Amendment to the Federal Telecommunications Act that establishes the legal requirement that libraries, schools, and health care providers receive substantial discounts in their telecommunications costs in order to make it more affordable for them to connect to the Internet on an ongoing basis;
- the dramatic increase in network use, and its detrimental effect on the amount of network capacity available to research institutions and their libraries, which led to the 1996 Internet 2 project begun by over 100 universities (with the goal of creating a state-of-the art, high capacity network for the U.S. research community);
- President Clinton's 1997 Next Generation Initiative (NCI), which envisions a powerful second generation Internet for business, education, culture, and entertainment that can transmit data at speeds of 1,000 times faster than are currently possible.

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[8] from the summary provided by the New York State Library's Division of Library Development at <http://unix2.nysed.gove/libdev/doorways.htm>, pp. 4-5.

Especially significant in the realization of statewide electronic networking is the National Information Standards Organization's (NISO) Z39.50 standard protocol for information retrieval, the first version of which was developed in 1993. This protocol enables linkages (or "interoperability") among the disparate automation systems and electronic networks already in existence in many states. Acquiring the funding necessary to bring all types and sizes of libraries into the technology loop remains as the major barrier to the development of statewide virtual library and information networking via the Internet.

A review of the recent literature provided a context in which to examine statewide library networking. A special issue of *Library Hi Tech*[9], consisting of reports from some 46 states on their automated networking activities, served as a starting point for identifying initiatives occurring in other states. Web pages for those state networks of interest were then examined in order to determine their current status. Many provided detailed descriptions of their information network and library technology plans.

Unfortunately, not all of the sites have been updated recently enough to tell the extent to which the plans have been or were currently being implemented. This is particularly true of those states which are dependent on receiving new or substantially increased state technology funding and are developing their networks in sequential stages. Table 1 displays a number of network characteristics and how they appear to play out in selected states. Our general reaction to what was discovered about networking in other states was twofold: (1) that states differ from one another on a number of factors that influence their choice of a particular model to follow; and (2) that Indiana may, after all, have more to teach than to learn. What follows is a brief description of the networking plans of several states that illustrate some of the elements that make direct comparisons among states problematic.

New York

States such as New York, with its concept of every library in the state being an "Electronic Doorway Library (EDL)[10]," must build into their planning some means of helping their many rural and smaller libraries to finance electronic services and Internet access. As of October 1997, some 5,000 of New York's 7,000 libraries had yet to qualify as EDL's. The state's Electronic Doorway Library Services Bill and Omnibus Technology in Education Act (if passed by the legislature) are intended to "provide the funding that is urgently needed to enable a quantum leap in the number of, and services provided by, electronic doorway libraries."[11]

Historically, library development efforts in New York State operated on the notion that the ability of individual libraries to serve their users can best be fostered by strengthening the resources and resource sharing capabilities available locally, regionally, and within combined regions.

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[9] "State of the State Reports: Statewide Library Automation, Connectivity, and Resource Access Initiatives." *Library Hi Tech* . vol. 14, nos. 2-3, 1996.

[10] An electronic doorway library is defined as "an excellent library enhanced and transformed by the use of computer and telecommunications technology to provide electronic services for users." A more detailed definition may be found at the New York State Library's Division for Library Development URL: <http://unix2.nysed.gov/libdev/doorways.htm>

[11] "Doorways to Information in the 21st Century: Every New York Library an Electronic Doorway Library," p. 14. <http://unix2.nysed. gov/libdev/doorways.htm>

Table 38. Comparison of Selected State Library and Information Networks

Network Services and Other Network Elements	State and Network (or Network Component) Name			
	Indiana **INCOLSA**	**Ohio** **OhioLINK** **INFOhio** **OPLIN**	**Illinois** **ILLINET, ILLINET on-line**	**New Jersey** **New Jersey Library Network**
Major funding source(s)	state funding LSTA grants membership private funds training and other fees	State funding LSTA grants	state funding LSTA grants	state funding
Network characteristics	single, statewide, cooperative, multitype	3 autonomous type of library networks OPLIN not yet connected	administered by State Library; distributed among 12 multi-type network systems	administered by State library; some services are contracted out to libs.
OCLC services distributor	(a)	(b)	(d) State Library	(d) "Access Center"
Support/consultation /training etc. on implementation and use of OCLC products	(a)	(b)	(b)	(c)
Reference/ILL assistance	(a) (b)	(d) type of library networks	(b)	(b) (c)
Cataloging/processing	(a)	(d) type of library networks	(d) State Library	(d) "Access Center"
Technology support and training (Internet, library automation, CD-ROM, etc.)	(a)	(d) type of library networks	(b) (d) State Library	(d) State Library
Management of shared catalog projects	(a) *	(d) type of library networks	(b) (d) State Library	(c) Regional Cooperatives (RLCs)
Continuing library/ technology education	(a)	(d) State Lib., State Lib. Assoc., regional public library systems	(b)	(b)

Table 38. Comparison of Selected State Library and Information Networks (continued)

Network Services and Other Network Elements	State and Network (or Network Component) Name			
	Indiana INCOLSA	Ohio OhioLINK INFOhio OPLIN	Illinois ILLINET ILLINET Online	New Jersey New Jersey
Distance learning, teleconfrencing, videoconferencing	(a) (b)			
Document delivery	(c) **	(d) by each type of library network	(a) (b)	(b) (c) "State Contract Libraries"
Net lender reimbursement				(d) through State Library
Patron initiated ILL		(d) available to OhioLINK users	(b)	(a) (planned for)
Member liaisons/network marketing /field consultants	(b)	(d) State Library	(b)	
Internet access to full-text information databases (lib., govt., commercial, etc.)	(a)	(a) (b)	(a) (b)	(d) Internet access through State Library
Provision of automation/ technology/Internet services on a contract basis	(a) ***			

Explanatory notes:

(a) delivered by or from the network headquarters
(b) delivered at the regional level
(c) delivered statewide through contractual arrangements
(d) other

* SHInE and the ASC Indiana CD-ROM products
** WHEELS courier service, including contractual arrangements that extend the service to schools
*** e.g., services provided to PALNI; the Hi-Net grant project

State level library funding was used primarily to augment the resources of and to reimburse resource sharing activities provided by the various type-of-library systems and multi-regional systems. By envisioning each individual library as its end user's point of access to a virtual information network, the state has now committed to somehow assuring that adequate electronic access capabilities exist in every local library, as well as assuring that promised information resources will indeed be available via an Internet-based network. The practical reality of years of financial investment in strengthening existing systems probably also dictated that such systems retain an important role in any planned statewide network.

New York's library technology plan is based on a distributed, rather than a centralized, network. There are 74 regional systems in the state, each of which is primarily a type-of-library system. These systems have historically been the channels through which state aid, interlibrary loan and resource sharing, continuing education opportunities, and other such services are provided to individual libraries. The state has traditionally encouraged local library dependence on their regional, type-of-library systems.

This probably helps to explain the decision (made in consultation with the library community) to retain a distributed statewide network structure in which libraries and library systems make their online union catalogs and other electronic resources accessible via the Internet; and in which member library services (such as continuing education) are mainly provided on a regional basis. (Decisions, such as those made by New York and other states, to continue maintaining existing regional systems makes Indiana's voluntary dissolution of the ALSAs all the more remarkable.)

The public library, school library, and college and research library systems in New York are also being encouraged to negotiate their own licensing agreements with commercial database vendors in order to supplement any negotiated statewide access agreements. State grants for retrospective conversion and other local library technology projects continue to be channeled through the existing systems.

Illinois

A decentralized network organization also exists a little closer to home in the state of Illinois.[12] ILLINET, the Illinois Library and Information Network, is composed of the members of twelve state-supported multitype regional library systems. The Illinois State Library is responsible for the administration of the network. It also administers OCLC services, providing shared cataloging, bibliographic services, and a statewide union list of serials. The regional library systems play a role similar to that of Indiana's former ALSAs, providing continuing education, consulting, interlibrary loan, and reference services. The State Library and the regional systems work together in coordinating shared automation programs and Internet access; document delivery services are provided on the regional level as well as through a statewide delivery system.

The Illinois State Library administers a variety of state and federal grant programs that fund the operations of the regional systems, provide per capita and technology grants to public libraries, per pupil grants to school libraries, the statewide delivery system and various automation/technology initiatives. ILLINET Online is the state's resource sharing union catalog database (made up of OCLC cataloging data from over 800 Illinois libraries). Z39.50 and other technology standards are being used to provide networked access and searching of a number of regional and other automated systems in the state.

[12] ILLINET home page at URL <http://www.library.sos.state.il.us>

On the regional level, shared online services (circulation, cataloging, OPAC, and resource sharing) include a "Patron-Initiated Interlibrary Loan," activity that allows end users to place reserves on materials located not only in their own library, but also in any other library whose holdings are part of their online system. It appears that Illinois is encouraging its regional systems, through grant funding, to engage in a variety of technology-based initiatives, from shared acquisitions and coordinated collection development, to shared community information resources, and shared access to commercial full-text databases. It is interesting that the member libraries within each regional system are being encouraged to institute those electronic services that they feel will best meet local needs. This alternative to providing libraries and their users with the same statewide services at the same point in time seems geared toward promoting resource sharing on the grass roots level with the notion that these differing electronic services will eventually be linked together in a statewide network via the Internet.

Judging by its current ability to provide technology grants to its regional multitype systems and local libraries, Illinois appears to be recovering from the serious cutbacks in state library funding that occurred several years ago. Perhaps the best example, however, of library networking that has benefited from state funding is to be found in Indiana's neighbor to the east.

Ohio

Library networking in Ohio dates to the late 1960s and early 1970s when the Ohio College Library Center (OCLC) was created as a shared cataloging system for the state's academic libraries. One aspect of the original vision for OCLC, that of linking all the state's separately automated academic libraries into one resource sharing network, was not possible with the technology available at the time. Although the appropriate technology was still not in place in 1988, development of a statewide library and information network comprised of state universities, the state library, and other higher education institutions (OhioLINK) was begun. Although each member institution retained its own computerized system, each was electronically linked to one central system and union catalog. In addition to the ability of students and faculty to access member library holdings, OhioLink now offers patron online borrowing, a document delivery service, shared access to a growing number of commercial bibliographic and full-text databases, and WWW access.[13] Major funding of OhioLink continues to come from the state legislature.

Beginning in the early 1990s, local school libraries and media centers were automated and linked together in a statewide resource sharing network termed INFOhio. State funding has also played a substantial role in this endeavor. Public library networking began in 1995 with the establishment of the Ohio Public Library Information Network (OPLIN) with initial state funding of $12.85 million.[14] Being able to use the Z39.50 standard that promises the interoperability of different computer systems, OPLIN (unlike OhioLINK and INFOhio) did not select a single statewide automation system. Services provided by OPLIN include connectivity and free access, options for Internet connections for all public libraries, electronic resource sharing, bibliographic and full text databases, and document delivery.

Currently, academic and school libraries share the same telecommunications network; they are integrated into the state infrastructure and can interconnect with each

[13] "State of the State Reports," p. 246-48.
[14] "State of the State Reports," p. 250.

other. Public libraries are not yet fully integrated into the statewide network, although that is the eventual goal.[15]

Ohio envisions that soon all its schools, universities, and libraries will be electronically interconnected (through state-of-the art shared telecommunication systems) and that state government information will be disseminated electronically to institutions as well as to end users directly. The planned coordination of its three autonomous networks is intended to ensure compatibility, efficiency, non-duplication of effort, and cost containment.

New Jersey

The primary mission of the New Jersey Library Network, created in 1984 is to provide residents with equal access to library programs and materials not within their communities and to promote cooperation among all types of libraries. Membership is voluntary; there are no membership fees, since the State of New Jersey fully funds the network. By 1995, there were over 2500 members and the state appropriation was nearly $5,000,000.[16] Since then, as with most other states, funding has been seriously cut back.

Based on the results of a comprehensive 1996 study of interlibrary loan in the state, the New Jersey State Library recently issued an RFP to vendors for a resource sharing system accessible by all of the state's over 350 multitype libraries.

New Jersey's current resource sharing services are carried out by regional consortia, a statewide delivery service, and state sponsored contract libraries, among other entities. The state is divided into four Regional Library Cooperatives (RLCs) that provide ILL, delivery, backup reference and continuing education for their members. The RLCs share the responsibility of facilitating resource sharing with the State Library. Currently, three of the four RLCs have CD-based union catalogs with some form of interlibrary loan mechanism

There is statewide delivery service called COMET which provides 24 to 48 hour delivery between any two libraries in the state. Nearly all respondents to an ILL survey cited COMET as the single most important service provided. The State Library contracts with six libraries, known as State Contract Libraries (Rutgers University, the New Jersey State Library, Newark Public Library and the University of Medicine and Dentistry, Princeton University and the New Jersey Institute of Technology). The purpose of these contracts is to provide supplemental reference, ILL and union catalog information.

An "Access Center" acts as a gateway to the OCLC interlibrary loan system for non-OCLC members. According to the 1996 ILL study, only 8% of the state's libraries were OCLC members, yet the state estimates that over 75% of ILL activity is through OCLC. Of these transactions, over 70% were from/to other New Jersey libraries. Another important feature of ILL in New Jersey is a Net Lender Reimbursement program. In 1996, $70,000 was provided to compensate libraries who were net lenders. [17]

The State Library is in the process of implementing a statewide telecommunications network to link all libraries together and provide all of them with Internet access. At the same time, Bell Atlantic is building a state-wide ATM (high speed) network. It has begun a

[15] OPLIN home page at URL <http://www.oplin.oh.us>

[16] Bell, Kenneth. "Innovative Statewide Resource Sharing Projects: A Review of the Current Landscape" at URL <http://www.nolanet.org/report/home.htm>

[17] <http://www.nolanet.org/report/home.htm>

new program called Access New Jersey. As part of the plan, the company created a 25 million dollar fund for schools and public libraries to connect to the backbone, as well as a series of discounts ranging from 31 percent to 72 percent for high speed access to the Internet and voice, video and data transmission. Libraries will have a choice between the Bell Atlantic grants or the federal Universal Service discounts.

Most of New Jersey's interlibrary loans are transacted in the customary fashion — between libraries. The RFP that the State Library sent to vendors in December 1997 was aimed at streamlining ILL activity by allowing end users to handle their own ILL requests. The RFP specified such things as:[18]

- Intuitive, web interface for both patrons and staff
- Authentication of both patrons and staff
- Ability to support mediated and unmediated patron requests
- Ability to create a virtual union catalog by issuing Z39.50 searches to multiple servers and consolidating the results
- Ability to control potential lenders based on dynamic and static profile data
- Ability to control availability of an item for loan, based on borrowing and lending library profiles
- Ability to support both returnable and non-returnable items
- Ability to set operational profiles and collect statistics at the local level
- Maintenance of real time status information for each loan in process
- Ability to operate with other ILL systems using standard protocols
- A design that will minimize the work required by staff at borrowing and lending libraries in processing requests

In the first year, the State Library expects between 10 and 15 library systems to begin using the new system, with the rest coming on board in years two and three. It is unclear whether a vendor has been selected yet.

Florida

As with many states, Florida's networking plan was written as a long-range planning document for LSTA; As with New Jersey, resource sharing is the focus of the plan, but it also includes a plan for the implementation of Internet connectivity, access to full text databases and government documents.

The Florida Library Network is comprised of all library networking efforts in the state and encompasses all types of libraries. It includes the Florida Library Network Council, the State Library of Florida, multi-type library cooperatives, existing networks, and individual libraries. The Florida Library Network Council (FLNC) and its members are responsible for network development.

The Florida Library Information Network (FLIN), is planned as a statewide multitype library resource sharing endeavor. FLIN has members from all types of libraries — public, private academic, public academic, school and special, as well as federal and state government agencies. FLIN activity is based on the Florida library database, defined

[18] <http://www.nolanet.org/report/home.htm>

as the holdings of FLIN libraries in the OCLC database. Many of the state's libraries use OCLC as Group Access Customers (GAC) for cost effectiveness.

Florida has 6 multitype library cooperatives (MLCs) that are responsible for resource sharing activities. Traditionally, these regional systems have been funded through a combination of LSCA moneys and local dues and fees. Also contributing to the resource sharing environment is SUNLINK, a union catalog of the K12 schools. This is a Brodart product and allows for email transactions for ILL.

FloriNet is the State Library's initiative to provide a virtual online catalog of bibliographic and information databases. It brings together the university and public college catalogs, SUNLINK, as well as the MLC databases. FloriNet is intended as the main gateway to access to electronic information in Florida.

There are 103 public libraries in Florida, providing library services through 477 outlets. A recent round of LSTA grant funding brought the number of public libraries with some kind of Internet connectivity to 86.

In 1995, the Florida Library Network Council adopted TCP/IP as the standard for networking of library resources, USMARC as the standard for bibliographic records included in the statewide union catalog and NISO Z39.50 as the standard for the exchange of bibliographic information.

The state has committed to expanding the existing OCLC database and encouraging more participation. Although it is impossible to tell from a distance, each segment of the library community seems to be represented in the Florida plan and the State Library has been working at coordinating efforts to bring all the types of libraries into one cohesive group.

It looks as if Florida is not interested in being among the "leaders" in statewide networking, but would rather wait until other states have developed and worked the kinks out of various initiatives. Florida would then leverage state funding to jump-start the more promising projects that could eventually be linked into an integrated resource sharing network.[19]

Maryland

In 1995 a statewide telecommunications network was completed that "Enables Marylanders in all 24 counties to access the Internet without charge from libraries, home, offices, schools, and kiosks in several shopping malls." [20] The aim of this network, now called Sailor, is to provide access to a wide range of government information and commercial databases, and to develop a "virtual union catalog" comprised of many OPACs accessible via the telecommunications system.

"The project originated with plans for electronically connecting the state's libraries for resource sharing purposes, such as access to OPACs and managing interlibrary loan transactions. Implementation was begun, using federal Library Services and Construction Act (LSCA) funds.... State funds are being used to sustain the telecommunication network's hardware, leased lines and the statewide Internet license for public libraries."[21]

[19] <http://www.nolanet.org/report/home.htm>
[20] "State of the State Reports," p. 155.
[21] <http://sailor.lib.md.us/index.html>

Sailor was built by librarians from around the state and from all kinds of libraries, with major help coming from the University of Maryland Library System. About 200 people worked in task groups to plan implementation of various sub-projects. Currently there are about 110 "master trainers" who are training front line librarians, school library media specialists, teachers, and others to use Sailor.[22]

Many of the state's public, college, and university libraries have their online public access catalogs available through Sailor, but it doesn't appear as though the "virtual union catalog" capability to search across all online catalogs with a single search has been implemented yet. In time, the intent is for Maryland residents to be able initiate electronic ILL requests directly through Sailor.

Maryland seems to be using its electronic information network to provide access to government, health and human services, and similar types of consumer information that citizens might need. Most of the state's public libraries have information and referral (I&R) directories that list local human services providers; and it is the developers' intent to put these files online with the library catalogs, so that the same "virtual union catalog" capability will apply to the I&R files.

Statewide Networking Issues

This brief discussion of a few state network plans suggests that diversity among the states is to be expected because of the way library networking has historically been approached in each state. Technology consultant Kenneth S. Bell[23] has identified several important questions ask with repect to whether one state's initatives for statewide resource sharing is transferable to another:

- **Organizational Structure**
  How are the library systems organized from a state perspective?
  Are there Regional Systems?
  How much of the current burden of resource sharing is borne by the State Library?
  How do the public libraries fit into the mix?

- **Telecommunications:**
  What does the current network look like?
  Is there a state coordinated effort or are individual institutions pursuing separate connectivity?

- **Delivery Service**
  What kind of delivery services are present in the state?
  Is there a true statewide delivery?
  How is the delivery environment impacting current resource sharing initiatives?

- **Interlibrary Loan**
  What is currently in place to facilitate the lending of monographs, serials, etc.?
  What kind of cooperative catalogs currently exist and how are they organizationally sponsored?
  What mechanisms are in place to provide for Inter-library loans?
  Is the process staff mediated or patron initiated?

[22] <http://www.nolanet.org/report/home.htm>
[23] Bell at URL <http://www.nolanet.org/report/home.htm>

- **Document Delivery**
  What is currently in place to facilitate access to journal articles and full text periodicals?
  Are there cooperative serials lists in place?

- **Long Range Planning**
  How is resource sharing being positioned in Long Range Planning?
  How are the LSTA and other funding issues being addressed with respect to resource sharing?

None of the other states is in the exact same position with respect to statewide networking as Indiana; although a number of similar initiatives are emerging and most states are facing the same challenges. The substantial funding necessary to implement local library automation projects, provide Internet connectivity, or to upgrade and standardize existing automated systems is simply not available.

Libraries of all types are basically "local" in outlook (at least with regard to funding and managing their operations). Investing in a one-size-fits-all automation system, even in order to engage in state or regional resource sharing, has never been viewed very favorably by libraries; however, present day technology is doing away with that necessity.

It seems as though most states are looking toward general adoption of interlibrary loan, telecommunication, and information retrieval codes and standards for solutions to statewide resource sharing issues. Librarians, software developers, vendors, library and information network planners, and others are recognizing that a universal commitment to developing and adopting national and international telecommunications standards and other networking protocols is essential to the success of statewide library and information networking.

Most states take a limited view of the term "statewide library networking." For instance, New Jersey is primarily concerned with resource sharing, interlibrary loan, and document delivery, rather than library continuing education or the delivery of distance education to end users. Some states, such as Florida, have a separate agency responsible for statewide distance learning, so do not consider the provision of DL to be a network role. States such as New York and Illinois, which continue to fund the services of regional networks while building toward an integrated statewide network, retain the option of delivering continuing education and consulting services at the regional level.

Indiana's decision to merge the ALSAs into INCOLSA appears to have eliminated some of the duplication and cost inefficiencies of providing continuing education and other services at the regional level. But the merger has also meant that INCOLSA's previous role (largely limited to providing OCLC services, and library technology initiatives, training and applications) has been expanded to accomplish all that it was responsible for previously, plus all that each of the ALSAs had been doing. Unfortunately, some of these activities, such as continuing education and training, tend to become problematic when they are delivered from a central headquarters.

If there is a common vision for the future to be found among statewide information network planning, it is probably reflected in two often-stated goals: (1) having every type and size of library in the state equipped with the computer and telecommunications technologies that will enable it to provide library resources and electronic information services to its users (e.g., New York's Electronic Doorway Library concept); and (2) the

establishment of standardized gateway connections over the Internet that will allow all state residents access to online library catalogs as well as a range of local, state, and federal government information and commercially produced bibliographic and full-text databases.

Those states whose library communities have been able to communicate that vision successfully to governors, state legislators, and taxpayers, have been able to begin implementing their network and technology plans, while the plans of other states still await funding. States with few small or rural libraries can presumably move ahead with their plans at a faster pace than can other states, most of whose libraries may have little more than a few public access computers, if even that level of technology.

Distributed networking, composed of a number of autonomous partners, such as Indiana experienced with the ALSAs, was seen by state legislators as duplicative, overly complex, and not very cost effective. Although Indiana, in response to that perception, has now opted for a single, centralized network, other states are hopeful that their existing networks and regional library systems can provide a viable structure for today's networking activities, given the fact of the Internet and other emergent information technologies. It remains to be seen whether one network structure will work better than another in the long term. At this point in time, however, all indications are that the library community in Indiana should be pleased with the results of the difficult decision they made in 1993.

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Maryland network home page. <http://sailor.lib.md.us/index.html>
New York State Library. <http://unix2.nysed.gove/libdev/doorways.htm>
<http://www.nolanet.org/report/home.htm> (overview of state activities by Kenneth Bell)
<http://www.dpi.state.wi.us/dpi/dlcl/pld/statelib.html> (links to State Library home pages)

APPENDIX A: QUESTIONNAIRE

Evaluation of INCOLSA 1998

This instrument has been sent to the members of INCOLSA for the purpose of gaining perceptions of the extent and quality of INCOLSA services since 1994.

Please complete this survey by selecting the responses which best represent your opinion regarding INCOLSA services for your library.

Process or type additional comments on another sheet of paper and enclose it with your completed survey. **Mail your response to Daniel Callison, Indiana University, 10th and Jordan, SLIS 005, Bloomington, IN 47405 by March 15.**

Name of Library Represented by this response (please type or print):

_____

Your Institution's Name

_____

Address Town Zip Code

Located in which Indiana county? _____

Your library has been a member of INCOLSA since what year?_____

Type of library: _____
(academic, corporate, public, school or school system, other)

Patron population base: _____
(Note if enrollment, city population, county population, or other)

1998 total materials budget: $_____(exclude salaries, insurance, maintenance expenses, and other expenses)

1998 total full-time professional staff: _____

Does your library have OCLC group access capability (GAC)? _____ y/n or don't know
If yes, since what year? (circle one) 1994 1995 1996 1997 1998 Don't know

Person completing the survey:_____

Phone number (with Area Code):_____

E-mail address: _____

Please respond to each of the 38 statements below. Respond to each statement twice: [perception of service] and (importance of service). Print the number which corresponds most closely with the term given below to describe your perception of the services from INCOLSA . In general, consider INCOLSA services provided since 1994. If your library has become a member since 1994, consider services INCOLSA has provided since your library joined.

a. In brackets [ ], print the number which best represents your perception of INCOLSA service to your library.
1= strongly agree 2=agree 3=no opinion 4=disagree 5=strongly disagree 6=do not know, does not apply
(For analysis and graphing, this scale was inverted)
b. In parentheses ( ), print the number which best represents the importance of the service to your library.
1=extremely important 2=important 3=no opinion 4=unimportant 5=extremely unimportant
6=do not know, does not apply
(For analysis and graphing, this scale was inverted)

Information Access and Delivery

1. [ ] ( ) 1. INCOLSA has sought funding to expand Internet access for your library.
2. [ ] ( ) 2. INCOLSA has maintained and expanded technical support for your library's use of the Internet.
3. [ ] ( ) 3. INCOLSA has provided guidelines which assist your library in equipment purchases.
4. [ ] ( ) 4. INCOLSA provides training programs in the introduction of basic telecommunications and Internet access for your staff.
5. [ ] ( ) 5. INCOLSA develops and provides model policies to help guide your library in Internet access.
6. [ ] ( ) 6. INCOLSA maintains quality ILL services to your library.
7. [ ] ( ) 7. INCOLSA promotes timely delivery of ILL materials to your library.
8. [ ] ( ) 8. INCOLSA promotes cost-efficient delivery of ILL materials to your library.
9. [ ] ( ) 9. INCOLSA provides a statewide borrowing program that allows your library patrons to have access to materials and information regardless of where they live and where in Indiana the information is located.
10. [ ] ( ) 10. INCOLSA provides adequate access to OCLC FirstSearch.
11. [ ] ( ) 11. INCOLSA provides incentives for delivery of electronic documents to other libraries from your library.
12. [ ] ( ) 12. INCOLSA has redesigned ALSA reference services which assure end user assistance and enhance generalized reference support services for your library.
13. [ ] ( ) 13. INCOLSA has developed centers for reference excellence which serve to handle specialized information requests from your library.
14. [ ] ( ) 14. INCOLSA has worked with your library to identify barriers in reciprocal borrowing programs.
15. [ ] ( ) 15. INCOLSA has investigated the potential for using a standard patron record with your library.
16. [ ] ( ) 16. INCOLSA has provided adequate distance learning opportunities for your library.
17. [ ] ( ) 17. INCOLSA has promoted public awareness of the wide array of information services available through its network.
18. [ ] ( ) 18. INCOLSA encourages and assists you in provision of the training, orientation, and education necessary to adequately utilize the Network's services. <continued on back>

Resource Development

19. [ ] ( ) 19. INCOLSA services help to facilitate the conversion of your library records in MARC format onto OCLC.

20. [ ] ( ) 20. INCOLSA helps your library maintain currency and accuracy of electronic information through guidance in updating existing records and continuously contributing cataloging records .

21. [ ] ( ) 21. INCOLSA has maintained and increased programs and incentives which enable your library to participate in statewide database development.

22. [ ] ( ) 22. INCOLSA provides training and assistance which enables your library to take a lead role in establishing a community freenet.

23. [ ] ( ) 23. INCOLSA provides an adequate calendar of continuing education and training programs.

24. [ ] ( ) 24. INCOLSA provides advanced technical training opportunities.

25. [ ] ( ) 25. INCOLSA has provided a reasonable opportunity for your library to receive continuing education programs through distance education.

26. [ ] ( ) 26. INCOLSA provides adequate consulting services to facilitate your library's participation in resource sharing.

27. [ ] ( ) 27. INCOLSA provides adequate consulting services to facilitate your library's adoption of new technologies.

28. [ ] ( ) 28. INCOLSA provides adequate consulting services to facilitate your library's use of network programs and services.

29. [ ] ( ) 29. INCOLSA manages and evaluates appropriate cooperative contracting and procurement opportunities for your library to save money and acquire resources effectively.

30. [ ] ( ) 30. INCOLSA surveys your library to determine new products and services that could be purchased cooperatively.

Network Service

31. [ ] ( ) 31. INCOLSA has involved your library in planning for statewide network development.

32. [ ] ( ) 32. INCOLSA has involved your library in the identification and evaluation of emerging new technologies and their potential use within the state resource sharing system.

33. [ ] ( ) 33. INCOLSA has developed and made you aware of standards and guidelines for network services.

34. [ ] ( ) 34. INCOLSA keeps you informed of the development of state information policies.

35. [ ] ( ) 35. INCOLSA keeps you informed of the development of national information policies.

36. [ ] ( ) 36. INCOLSA educates the public on the role and societal benefits of strong libraries.

37. [ ] ( ) 37. INCOLSA educates key policy-makers on the role and societal benefits of strong libraries.

38. [ ] ( ) 38. INCOLSA establishes partnerships and alliances which benefit your local library.

RETURN BY MARCH 15 TO DANIEL CALLISON, INDIANA UNIVERSITY, 10TH AND JORDAN, SLIS 005, BLOOMINGTON, IN 47405. (812) 855-1490 callison@indiana.edu

Provide additional comments and examples on a separate sheet of paper and return with this survey.

APPENDIX B: Focus Group Instructions & Questions

INDIANA UNIVERSITY

SCHOOL OF LIBRARY AND INFORMATION SCIENCE

Memorandum

DATE: February 24, 1998

TO: INCOLSA Field Liaisons

FROM: Verna Pungitore

RE: Focus Group Meetings

Enclosed is information regarding the focus groups and a list of questions to use in facilitating discussion. We very much appreciate your help with this process.

The purpose is to explore what selected member librarians think about the effectiveness of INCOLSA since the network reorganization. This information will aid us in the evaluation of the network commissioned by INCOLSA. In addition, it will help INCOLSA determine directions for future action.

The process will involve an informal, guided discussion among member librarians lasting about 90 minutes. Your role will be to select and assemble the focus group and to act as facilitator or moderator for the discussion, which should be kept open and informal.

We have provided you with a series of questions to ask the group. The questions are based on the goals and objectives developed for the network at the time of its organiztion. If, in discussing the questions, the group brings out additional comments regarding INCOLSA, feel free to explore those aspects as well. Try to spend no more than 10 minutes on each question.

1. Invite 7-12 member librarians to engage in a discussion of the statewide network.
Try to select participants who will reflect differences in library types and sizes.
Explain that the purpose is to evaluate INCOLSA and that comments and opinions will be kept confidential. No one will be identified by name or by library in the report of the evaluation.

2. Ask a staff member or other individual who is not a participant to take notes during the discussion. This will free you to keep the discussion moving and on track.

The focus group questions are attached. In addition, each question is repeated on a separate page with room for handwritten notes on the front and back. There is no need to type the notes.

Bloomington, Indiana
47405-1801

Administration:
812-855-2018
Fax: 812-855-6166
iuslis@indiana.edu

FOCUS GROUP QUESTIONS

Statewide Information Access and Delivery

1. Do you think INCOLSA has taken an active role in helping member libraries to provide Internet access to users or to the library's public?

Can you think of any specific examples of the kind of support INCOLSA has provided?

2. Have there been any noticeable changes in the quality or cost of interlibrary loan services since the network reorganization?

Are you aware of any improvements in ILL since the service was consolidated and redesigned?

3. Has the use of electronic delivery of information among member libraries been expanded in any way?

4. Have you noticed any improvements in the capabilities of member libraries to offer general and specialized reference assistance to end users as a result of the INCOLSA reorganization?

Do you know of any specific reference support services provided by INCOLSA?

5. Has INCOLSA effected any changes or improvements in statewide reciprocal borrowing?

6. Do you know of any specific ways that INCOLSA has improved distance learning opportunities available to end users?

7. Are you aware of any other ways in which INCOLSA is helping member libraries provide end user education?

Resource Development

8. Are there any specific ways that INCOLSA is helping member libraries to participate in local, state, and national resource sharing initiatives?

9. Has there been noticeable expansion in continuing education programs and training for library staff since the network reorganization? Have central and regional CE/training opportunities increased?

10. Does INCOLSA facilitate or manage appropriate cooperative purchasing agreements?

If so, are there significant cost savings involved?
Are member libraries consulted about new services or products that could be purchased cooperatively?

APPENDIX C: Written Comments from the Surveys

Written Comments on The Survey -- Raw Data
(E-mail and U.S. Mail Surveys)

A. E-mail Survey Comments

Out of 59 libraries responding to the e-mail questionnaire survey, 30 libraries (51%) made comments. In addition, 25 libraries out of the 30 libraries also commented on future directions for INCOLSA.

1. ID #78 -- Academic, Central, Large (See also Future Direction #4)
- From my perspective as the director of an academic library, my central complaint about INCOLSA is perfectly mirrored in this questionnaire--too much focus on public libraries!
- In general, INCOLSA functions adequately as our OCLC vendor and occasional trainer of staff, but as little more. We don't see them as advocates of libraries or new technologies that are relevant to us. This is more in the nature of an observation than a criticism--I'm not sure it should be their role to do so. For me, what counts are the practical matters helping me run my library better--the best example by far is the wonderful Wheels courier service.

2. ID #73 -- Academic, Southwest, Large (See also Future Direction #6)
- I tried to answer honestly, but the questions seem to imply that INCOLSA is far more involved in my library than it really is.

3. ID #620 -- Special, Central, Small (See also Future Direction #7)
- #12 is vague. I'm not sure to what programs you are referring
- #11 and #15 really? Does INCOLSA offer such programs? #15 may not apply to my library but I would have thought I would have noticed #11.
- #28 no they don't [provide adequate consulting services]. I still dial access to OCLC and INCOLSA has dropped all dial access in the building. If there is a glitch in the connection, INCOLSA can no longer help.

4. ID #343 -- School, Northwest, Small (See also Future Direction #8)
- INCOLSA needs a basic information book/booklet on routine procedures and contact persons. This should be updated every couple of years for new staff members. Also, a glossary with acronyms might be helpful.
- ILL: should be able to e-mail requests.
- Good leadership on INSPIRE!

5. ID #668 -- Special, Central, Medium (See also Future Direction #9)
- We like that INCOLSA is always there when we need them--there's always someone to call. Content and presentation of workshops has improved dramatically in the last couple of years.

6. ID #179 -- Public, Northwest, Large (See also Future Direction #10)
- #3. I feel that INCOLSA is the organization which should develop selection guidelines for computers, network equipment, etc. And should provide such selection aids when requested as library technology reports, and other expensive to purchase critical selection aids.
- #7. A scaled-down ILL staff in the regional office would seem to be the cause of less than speedy service. The staff is excellent to work with and does a good job. However, it seems that materials come less quickly than before.
- #23. Lack of enough continuing education programs is to be expected with only one field rep and no auxiliary staff assigned to this task to help in the planning. Added staff is essential. This was one of the most important services of the ALSA's and is the one that suffered the most in the INCOLSA reorganization. To say that regions should set up their own committees to take on these tasks is not acceptable.
- #17, 28. Don't really understand the question
- #1, 9, 22, 31. Not sure what part INCOLSA played. Seems that Indiana state library and Indiana library federation actually played the major roles

7. ID #82 -- Academic, Northwest, Large (See also Future Direction #12)
- Because I am at an academic institution, there are many of the services for which I listed a 6. The university provides many of these services to us so we don't have to ask INCOLSA for help.

8. ID #158 -- Public, Northeast, Large (See also Future Direction #15)
- Several questions called for more answer than the number system allowed. I felt that while steps had been taken in various directions, more focus and attention needs to be given those areas of the network. Examples include questions: 12-15, 17, 18, 21-23, 27-30, 32, 36, 37

9. ID #560 -- School, Southeast, ? (See also Future Direction #17)
- I had a difficult time responding to the questionnaire because the last half of many of the sentences were missing.

10. ID #116 -- Public, Central, Large
- I do not use INCOLSA like I used to use CIALSA--They are totally involved in a few high tech plans and everything else seems to be always on the back burner
- The only workshops involving the delivery of ILL were done through the efforts of the Brownsburg Public Library and the Plainfield Public Library. Staffs attended and learned a lot, but no efforts were made through INCOLSA. (Also I keep asking for a breakdown of money spent/ loans made/deliveries made/etc. for the Wheels project--All we hear is that is a wonderful service (Yes, if you did not have the Courier service previously in place in central Indiana) and that it is very expensive!
- The administration of INCOLSA does not seem to have any real concern about Public Libraries--I am sure this is just my perception, but that is what you said this survey was about.

11. ID #516 -- School, Central, Medium (See also Future Direction #23)
- The Wheels program has been excellent. We support the continuation of that program.
- The training and support we have received from INCOLSA has been high quality.
- The listserv has been useful in helping us keep track of what is going on around the state.
- We love INSPIRE! I was pleased and amazed that INCOLSA was able to get this off the ground on schedule. This project put Indiana out there in front of most other states in the area of state-wide access to electronic information.

12. ID #564 -- School, Northwest, Small (See also Future Direction #24)
- I think that the only way most schools are involved is if they work very closely with their public libraries. The SHINE project really brings the schools and the PLs together. Maybe there should be some programs focusing on the needs of school libraries.
- So many meetings that take place for PLs and schools focus on the needs of the PLs. I guess that INCOLSA feels that the IDOE deals with the needs of the school libraries. Thanks to Sara Laughlin several school libraries are involved with SHINE. We have user meetings which do focus on the needs of both the PLs and schools. Maybe INCOLSA should hire Sara.....
- The bid catalog is no different than the discount Brodart regularly sends in the mail. If everyone can get a 15% discount why shouldn't we, as a state, be able to do better?
- Some reference centers are much quicker than others. I prefer to use one that is NOT the one in my area. I'm still waiting on an article that I requested in Oct. When you deal with schools a three week turn around is sometimes too long.
- The WHEELS project (another thing Sara has done to help all patrons in Indiana) is fantastic. I feel very fortunate that my students have free access to so many materials.

13. ID #77 -- Academic, Southwest, Large (See also Future Direction #25)
- More clarity in survey questions would be helpful. For example, what is meant by the term network?

14. ID #14 -- Academic, Southwest, Large
- When responding to the above statements, I considered PALNI as one of the INCOLSA Services.

15. ID #417 -- School, Central, Large (See also Future Direction #26)
- Many of my responses relate to the fact that many of the shared database opportunities for schools came about through funding from the Indianapolis foundation. Our schools were already involved in our own automation project at the time. I do not have the support staff to be a provider of documents to other institutions on a widespread basis.
- Though I served on the executive council during the 1994-95 year, I have only attended annual meetings since then. Though we have been told at these meetings that our marketing representative will be calling to set up an appointment to come and talk about services, this has not happened. It should be noted that I have not taken the initiative to call and request that appointment either.

16. ID #342 -- School, Central, Large (See also Future Direction #27)
- INCOLSA has done a fantastic job. They have a visionary leader and excellent technical staff and they are providing many services to the Indiana library community. With additional dollars, they could help make Indiana a model for the nation.

17. ID #80 -- Academic, Southwest, ? (See also Future Direction #29)
- Without INCOLSA, we would not have been able to implement our first automated system. They assisted us in the conversion to NOTIS.
- It seems that INCOLSA is more interested in public libraries (as the ALSAS were and not as interested in assisting the small academic library as they once were).

18. ID #176 -- Public, Central, Large (See also Future Direction #30)
- We are very pleased with the efforts and vision of INCOLSA regarding the INSPIRE project.
- Remarks from staff regarding INCOLSA's service: I am not inclined to give them a favorable review. I have been disappointed in their ability to manage the OCLC program in that we do better going right to OCLC with most of our questions now. I feel some of their classes are good --especially those on the MARC record and format records

19. ID #81 -- Academic, Northwest, Large (See also Future Direction #31)
- INCOLSA has performed well in every area of service.

20. ID #105 -- Public, Southwest, Medium (See also Future Direction #32)
- #34 and 35- are not these functions of the Indiana state library?
- #36 and 37- are not these functions of the Indiana library federation? I recognize that these entities work closely together, but it is hard for me to evaluate where INCOLSA fits in these areas. In fact, I found it very confusing to answer according to the guidelines given and may have been misleading when I chose the number I indicated, but I have done my best with the time I have to try to interpret the question.

21. ID #122 -- Public, Central, Large (See also Future Direction #33)
- There is some confusion, in general, I believe, because many of the above statements might also (or instead of) apply to ILF and/or state library.

22. ID #20 -- Academic, Northeast, Medium
- #23 - I do wish that planners would realize that there is a world outside of Indianapolis.

23. ID #3 -- Academic, Northeast, Medium (See also Future Direction #34)
- I found it difficult to respond to this survey because the questions seem to be asking me to evaluate the effectiveness of INCOLSA's work in accomplishing certain goals but the rating system is described as an indication of how important these goals are to me.
- I indicated 6 for a number of these items because they do not apply to my library.
- INCOLSA's leadership role in INSPIRE has been greatly appreciated. More could be done in helping academic libraries cooperate to acquire more specialized electronic databases.
- INCOLSA's role in the beginning stages of PALNI was invaluable. While this role is less visible in recent years, it is still vital.

24. ID #280 -- Public, Northeast, Large (See also Future Direction #36)
- In the majority of the questions answered with "6," it means "does not apply to my library.

25. ID #64 -- Academic, Southwest, Medium
- 12. AND 13. While there has been continued talk about "Reference centers of excellence," these have not yet come about. At present, reference service continues to exist in about the same way as it did in the days of the ALSAs, which is very uneven. Depending on the location of a library in the State, there may be very good reference assistance, or it may be practically non-existent. The way reference service is staffed has not even been standardized between regions. There are some real needs to address this issue.

26. ID #221 -- Public, Northwest, Medium (See also Future Direction #39)
- Regional meetings need to have a purpose. You get the same information at the regional meeting as you do the full board meeting. Networking is hard to do with a group of 500.
- Networking is not possible with the current arrangement. With the regional ALSA a workshop would allow you to meet/network, etc. With area directors and staff. The INCOLSA Internet policy roundtable at Tippecanoe county library was great!! Wonderful chance to meet people and exchange information.
- Workshops need to be around the state. Indy is 2 hours from here. Something closer to home- 1 hour would be great. (I have been saying the same things for several years and this is getting a little better.)
- The cost of a workshop ($40.00) is too much for small libraries. If ALSA could give us an all- day workshop and lunch for $20.00, why can't INCOLSA?
- The types of things our ALSA offered as workshop met our needs. INCOLSA seems to have a set workshop schedule and offers little beyond that. (it is better this last year, but could be improved.) I really liked the reference and staff training workshops our ALSA did.

27. ID #11 -- Academic, Northeast, Large (See also Future Direction #40)
- 23. As more libraries and/or campuses, such as ours, install computer labs that can double as classrooms, it would be great to have more popular workshops held in each of the regions, not just in Indianapolis.
- 24. In some areas, such as the Internet and web design or designing and implementing a campus LAN that connects to the Internet, workshops do not yet exist or are not advanced enough. Certainly the continued concept of a lab day helps provide an opportunity for more advanced individual needs to be addressed.
- 29. Certainly this has been the case with Silverplatter products. Inspire is another example of this.

28. ID #196 -- Public, Northwest, Large (See also Future Direction #41)
- Are you including the state library in INCOLSA? The state library does offer some of the services INCOLSA does not - #22.
- Reference services are not helpful to larger libraries.

29. ID #74 -- Academic, Southeast, Large (See also Future Direction #43)
- INCOLSA has contributed greatly to have made Indiana a wonderful state in which to be a library - and to be a librarian! INCOLSA staff members have saved my professional life more than once!

30. ID #453 -- School, Northeast, Small
- As a small school library, we are either not aware of or do not use most of the services. I have been at Marian only two years, but my predecessor informs me that the ILL services were used in years past. I believe this service is becoming less important to libraries because of the access to the Internet. We really appreciate the opportunity to participate in the INCOLSA bids for purchasing library supplies and equipment. This service has been quite beneficial to us.

B. U.S. Mail Comments

Out of 179 libraries responding to the U.S. mail survey, only 33 libraries (18.4%) commented on INCOLSA's services.

1. ID #713 -- Special, Southeast, ?
- INCOLSA's focus is on public not special libraries
- It would be preferable not to advertise cataloging services if they cannot be provided in a timely manner.
- We do not use Wheels. It takes too long - #6

2. ID #392 -- School, Central, Small
- #1. The Eligible Libraries (of Marion Co.) with funds from the Indianapolis Foundation sought funding for out Internet access.
- #3. The only equipment guidelines I've heard about are OCLC work stations.
- In general, your comments are worded to give credit for any library progress to INCOLSA. I strongly object to this wording because I'm aware that the state library & federal funding, ILA/ILF, have done a lot of the work that you appear to attribute to INCOLSA. When I know that, for example, ILF is responsible for public awareness promotion of information services, then I refuse to credit their labor to INCOLSA. This may make INCOLSA look bad, on the survey. The unit which looks bad should be the survey designers. Also we shouldn't expect INCOLSA to do everything! Libraries, librarians, and library organizations need to be involved partners.
- #26-30. INCOLSA has many excellent consultants, but I miss the closeness we had with the ALSA consultants (all 2 of them). I felt free to phone them with questions. Could we have an E-mail Ann Landers?
- #31-38. I think all of these things are important, but I look to ALA, AASL, AIME, DOE, etc. for information on 33-35. On a local level, Eligible Libraries have worked very hard on 32 and 38.
- Finally, how involved can you expect a busy librarian to be? I have 3 library meetings this week and should attend a fourth. Thank goodness all weeks are not that busy.
- Do you give the same weight to opinions of active committee members and people who are inactive? I should be placed with the inactive stack.

3. ID #659 -- Special, Central, ?
- Many training sessions have been a waste of time because the computers weren't working properly. Since we are now paying for these sessions, the INCOLSA staff should have the equipment up and running at the start of a class or refund the money!

4. ID #253 -- Public, Southeast, Small
- I have only worked at this library for one year. I am the only employee so have had no one to ask about these statements. I don't have time to read all the mailings I get from INCOLSA, so I may not be very well informed. Training sessions are normally scheduled for mornings or a full day during the week. I can only attend afternoons and evenings.

5. ID #124 -- Public, Northeast, Small
- #30. We call and let them know. They still don't return phone calls from Indy.

6. ID #212 -- Public, Northeast, Large
- One of the greatest problems that INCOLSA has had to deal with is the lack of communication between the various entities or groups within the larger body. This problem includes how (format), who and what should be shared. Not everyone has e-mail or joins a listserv. If those are going to be the only methods of communication between all of the members and INCOLSA, then there will be those that will be left "out of the loop."
- The WHEELS program, ILL document delivery, for the state appears to be successful. However, were it not for the insistence or persistence of some library members, we would not have WHEELS today. I realize that the actual delivery of the physical items is not as much fun or as glitzy as "virtual" delivery, but sometimes you need the actual copy of Gone with the Wind in large print for your patron.

- The effort spent to research, establish and launch INSPIRE was impressive. It is an amazing feat, that has greatly expanded the collections and services offered for most Indiana libraries. Those involved in this program are to be commended.
- While we need this "virtual" vision and the push into the future, it should not be at the cost of those left in the real or mundane library world. Those in the public libraries still need to deal with policy issues, programming, training and the "problem patron." INCOLSA has seemingly abandoned (or would like to) the role that the ALSA's played in consulting or at least having someone that you could ask - someone that you knew. Most of these problems are more than likely growing pains of the NEW NETWORK and an attempt to find its direction. Unfortunately, there are too many needs and not enough people to meet the needs.

7. ID #571 -- School, Northeast, Small
- I believe many of the functions are important, even though we do not use all of the services provided through INCOLSA.

8. ID #267 -- Public, Northeast, Small
- #5. I received mine from ISL.
- My first place to ask and receive help is the ISL. Small libraries receive fair and equal help.

9. ID #350 -- School, Northeast, Small
- I am afraid I don't know much about some of the items mentioned on the survey. Thus the many 6's & 3's.

10. ID #279 -- Public, Southeast, Small
- #2. Computer hasn't arrived yet from technology grant.
- I have only talked with an INCOLSA rep. once a couple of years ago. I don't really feel "involved, etc." -- #31, 32.

11. ID #403 -- School, Southeast, Small
- #18. INSPIRE
- #20. Can't afford $5 per book for cat.
- Need help with INSPIRE; can't get certain databases to work?

12. ID #458 -- School, Northeast, Medium
- #6. We had a great delivery system of ILL materials with the ALSA network! The Wheels program, working through the Ed. Service Centers is terrible. We canceled our contract!
- #24. Yes, but Indianapolis is not a convenient location!
- As a school corporation representative I debate the need to be an INCOLSA member. So little applies to us that many times I consider pulling out.
- My feelings are that INCOLSA is an organization centering to large city public libraries. As a small school library I feel lost and ignored! I don't see any relevance of being an INCOLSA member. At least the old ALSAs were beneficial to our corporation.
- We do not have Internet access yet and therefore we are really at a loss for information access and contact with INCOLSA. They seem to assume EVERY ONE is connected!

13. ID #575 -- School, Southwest, ?
- In November an INCOLSA representative visited me and ask how everything was going. She then told me about a program that was coming on the Internet for schools and communities to use. She said that we would receive more information about it later since it was not up and running as of yet. My question, is it now ready for access? This would be an invaluable tool for us since we have very little money for CD's.

14. ID #639 -- Special, Southeast, ?
- This survey is hard for me to complete because I only use the literature search capabilities. I always receive very good services through this.

15. ID #512 -- School, Southeast, Small
- We really appreciate INCOLSA!!! As a matter of fact, we do not see how we could survive without INCOLSA's services. We make extensive use of Interlibrary loan and other services since we do not have the budget to support our needs.
- The new INSPIRE databases have been of great help to us. Our students are able to access this information in full text when we cannot afford to buy the periodicals indexed.
- We have also appreciated the opportunity to buy CD products at a discount; otherwise, we would not have them. In addition, we appreciate the workshops (even though we cannot afford to attend many of them), and our representative, Jeanne Hickling, has been a help to us when she visits our school.
- Thank you for all your hard work on behalf of Indiana's libraries. We appreciate you!

16. ID #482 -- School, Southeast, ?
- #2. INCOLSA doesn't help schools much unless they have $$ for technology.
- #9. They're very good at producing paperwork.

17. ID #737 -- Special, Central, ?
- I am pleased with services INCOLSA provides to this library, except for a few exceptions.
- We are planning on automating our card catalog system. I have talked to INCOLSA representatives and they have been most helpful, but I understand that the person that formerly acted as a consultant on automating libraries is no longer in that position. We really would like for a representative to come to our library and look at what and how our system is set up. We have a small library that is used primarily by our staff.
- Another problem is lack of manpower at INCOLSA. We really are not in a rush to get our holdings cataloged, but sometimes it takes forever to get our books back from INCOLSA. I understand that there is quite a turnover of personnel.

18. ID #530 -- School, Southwest, Small
- In these days of networking, I find the school librarian's techno-decisions rely less on ingenuity and INCOLSA and more on the school district computer technician, who is responsible for connecting the whole district. These people have little knowledge of INCOLSA services. Due to this transfer of hardware control in the K-12 setting, INCOLSA needs to hit school administrators as well as the school librarians to encourage use of INCOLSA services. I have found support for this concept from other school library media specialists.

19. ID #59 -- Academic, Northeast, Medium
- I think INCOLSA has made good progress in improving services and most importantly, an attitude of service. The staff is much more helpful than a few years ago.

20. ID #593 -- School, Northwest, Small
- INCOLSA doesn't provide much of anything for my school or our school district. They don't provide any technical assistance that I have been able to get. They have never helped us with technology. All of it seems to go to public libraries. The ALSA staff gives us good information but they always have! (NIALSA). Nothing has changed since the merge except for INSPIRE - that is a plus, but, again I can't get help with it. Three times I've call JUCK returned a phone call one time. For as much $ as they get I don't see it helping our library at all.

21. ID #259 -- Public, Northwest, Large
- All your questions regarding continuing education speak of "distance" learning. It would be nice to have more "local" opportunities like the ALSAs provided.

22. ID #415 -- School, Northwest, Medium
- Tons of thanks for INSPIRE!!!

23. ID #239 -- Public, Northeast, Small
- #12. Our old ALSA service was superior.
- #16. Generally too far to go to.
- Questionnaire is too long! I lost patience after the 1st page.
- Questions sound rather slanted & redundant.
- I don't like the new co-op plan for purchasing supplies. I much preferred the old plan with fewer selected products.

24. ID #101 -- Public, Northeast, Medium
- #4. too far; too costly
- #17. but our patrons cannot access INSPIRE, even though they know about it.
- #24. too far; too costly

25. ID #138 --
- We do not utilize INCOLSA. We belong only because the state requires us to receive state grant money. Most of the information we receive from INCOLSA is technology-related, which we strongly disagree with. We are trying to keep our library as a model of the way it has been in the past, although we do have one computer for patron use. Our patrons do not want computerized card catalogs etc. Because we have kept the tradition of the old Carnegie libraries, our total circulation has more than quadrupled since 1990. We have also received a very large amount of money as gifts to our GIFT Fund because the people like our library the way it has always been since it was established in 1915. Here you get personal service, not a computer screen. People read from books, not the Internet.

26. ID #169 -- Public, Northwest, Medium
- It is not enough to list classes in a catalog. They must be available for more people on a more regular basis. "Not available this quarter" and "we don't know when it will be offered," and "sorry, it's full" does not help members use the service or plan schedules and funding to use the service.

27. ID #692 -- School, Northeast, Medium
- INCOLSA provides timely, outstanding reference service in filling Interlibrary loan requests. Staff have always been friendly, pleasant, and helpful and have suggested other resources when they could not fill our requests. It is the feeling of teamwork and cooperation that makes it a pleasure to work with INCOLSA.
- Concerning Internet access, INCOLSA has gone all out, sending field representative Debbie Long to our hospital to tell us about the INSPIRE program. We do not yet have Internet access and due to the specialized nature of our hospital, we will need PSYCHLIT, CINAHL, and MEDLINE databases.
- For the time being, we have relied on IU Blgtn. and IU S.B. to provide some database search assistance. They have been most helpful!
- INCOLSA staff have offered technical advice as well and even though we do not have computers yet, we know that we have a network of support.
- We have also benefited from the cooperative buying agreements with library suppliers.
- INCOLSA has been most helpful and we hope that you can continue to offer excellent service through committed staff and keep the public interest high so that funding will not become a burden.

28. ID #669 -- Special, Central, Small
- I love INCOLSA. It's better than ILF.

29. ID #496 -- School, Southwest, Small
- I don't have time to tackle this, but my general feeling is that I am no better off now then when I dealt solely with Tom Revirs, with the exception of INSPIRE and I usually don't know how much INCOLSA had to do with implementing the conception of INSPIRE.
- We do not use ILL very much, and we have our own Web server for the Internet.
- Being head librarian in a small country library in Illinois in the 70's, it may be unfair of me to compare Indiana's library service to Illinois (at least in the 70's & 80's). I feel the taxpayers are duplicating funds maintaining INCOLSA and the IEC, at least from a school library viewpoint.

30. ID #216 -- Public, Southwest, Large
- #31-38. I'm still more used to/ aware of information issued by state library & am more used to calling them for help.

31. ID #111 -- Public, Northeast, Medium
- It is the prevailing perception at this library that INCOLSA continues to seek and serve only the interests of the academic, corporate or large public libraries.
- The continuing perception is that the ALSA's were for more "library services" minded -- with the emphasis on service not money.
- $$$ seems to be always at the force of INCOLSA news or requests.

32. ID #677 -- Special, Central, Small
- I have completed only the first page of this survey. Since we are a rather unusual entity, most questions don't apply. I felt my answers would skew the results (do I make myself sound important or what?!). Anyway just contact me if you would prefer we answer the questions.

33. ID #???
- One member liaison is helpful and informative, but she has little control over INCOLSA issues which need modifying, such as communication problems, distance & expense of programs and workshops, and types of workshop offered.

APPENDIX C E-Mail Suggestions for future INCOLSA Priorities

The following 15 priorities that INCOLSA should address over the next five years have been identified from a content analysis of E-Mail Comments.

1. Continuance of INSPIRE -- mentioned by 21 different libraries

- Continuance of INSPIRE - a terrific benefit to libraries & citizens. (ID #96 -- Public, Southeast, Large)
- The continued development of full-text databases through INSPIRE could have an incredible (positive) impact upon library service in this state and could even act as a national role model for such a program. Work with INSPIRE must continue and funding for INSPIRE must be lobbied for by all library organizations in the state. (ID #313 -- Public, Southwest, Medium)
- Keep INSPIRE funded (or improve). (ID #78 -- Academic, Central, Large)
- Continue to be our facilitator for networked/electronic resources working with state library, ILF and others to further enhance the INSPIRE project. (ID #84 -- Academic, Northwest, Large).
- INSPIRE and/or programs like it. (ID #73 -- Academic, Southwest, Large)
- Although project INSPIRE does not include databases that my library most needs (there's not that much for history, anyhow) the concept is exciting and I hope it will continue. (ID #668 -- Special, Central, Medium)
- Encourage the state to continue INSPIRE and Expand INSPIRE to cover additional materials. (ID #82 -- Academic, Northwest, Large)
- Database access such as the INSPIRE project--continuation of that. (ID #49 -- Academic, Central, Medium)
- Continue and expand the INSPIRE project. (ID #113 -- Public, Northwest, Small)
- To seek future funding for INSPIRE. (ID #516 -- School, Central, Medium)
- Continuing work to maintain & expand project INSPIRE. (ID #417 -- School, Central, Large)
- Maintain and expand INSPIRE, add the Indiana Union Catalog and allow citizens to request items online and have items sent to them. (ID #342 -- School, Central, Large)
- INCOLSA should work to get INSPIRE funded on a continuing basis. If libraries have to pay for this service it to will die. (ID #80 -- Academic, Southwest, ?)
- Continuation of INSPIRE project Implementation. (ID #176 -- Public, Central, Large)
- Promote the use of INSPIRE by Indiana citizens from their homes and workplaces. I can think of a number of user groups that would benefit from the resources of INSPIRE even though they may not think of going to a library to obtain information. These include physicians, consumer advocates, county extension agents, lawyers, social workers, community development workers, law enforcement workers, counselors, and journalists. Would it help to make presentations to professional organizations and to put information in state-wide professional journals? (ID #34)
- Funding for INSPIRE (ID #280 -- Public, Northeast, Large)
- Work to assure the continuation of INSPIRE by the legislature (ID #41 -- Academic, Southeast, Large)
- Keep INSPIRE going (ID #221 -- Public, Northwest, Medium)
- Continue to provide access and expertise for network resources such as OCLC and INSPIRE. (ID #11 -- Academic, Northeast, Large)
- Continued efforts for access to and support for information access such as INSPIRE and beyond. (ID #744 -- Special, Central, Medium)
- Continue to give guidance and leadership to PALNI, INSPIRE, and other such projects that come along! (ID #74 -- Academic, Southeast, Large)
- Continue to broker information databases. (ID #196 -- Public, Northwest, Large)

2. Continuing Education (e.g., workshops or other training programs) -- mentioned by 20 different libraries

- Workshops (micro applications, LAN, Internet) are excellent. Continue to provide these. (ID #96 -- Public, Southeast, Large)
- Training in cooperation with OCLC, other regional networks, e.g., to the desktop and other distance learning opportunities. (ID #84 -- Academic, Northwest, Large)

- Helping all of us to keep on the cutting edge (ID #73 -- Academic, Southwest, Large)
- Train us how to deal with our patrons when technology fails, both from a psychological perspective and a practical one (e.g. try LCSH) (ID #78 -- Academic, Central, Large)
- Continuing education (ID #179 -- Public, Northwest, Large)
- We must continue and expand on the training and continuing education efforts. (ID #422 -- School, Northeast, Small)
- The workshops are very beneficial - I foresee that there will be more needs for them. (ID #422 -- School, Northeast, Small)
- To provide workshops and inservice training. (ID #516 -- School, Central, Medium)
- Sustain and enhance professional development and training opportunities. Offer learning opportunities across the state. (preferably not through teleconferencing.) (ID #77 -- Academic, Southwest, Large)
- Providing continuing education and advocacy and enhancing interconnectivity should be the focus of INCOLSA's programs and services in the future. (ID #81 -- Academic, Northwest, Large)
- Training in a variety of applications (beginning, intermediate, and advanced); sponsoring meaningful seminars, etc., on emerging technologies and new directions, as well as on practical issues (such as system migration). (ID #122 -- Public, Central, Large)
- Make training events available regionally. (ID #3 -- Academic, Northeast, Medium)
- We realize INCOLSA, like all public institutions has a limited budget. Perhaps they being pushed to be all things to all libraries__ and this may not be desirable. They need to define, prioritize, and focus on their real mission. INCOLSA should concentrate on helping libraries acquire, understand and maintain emerging and existing technologies. As part of this process they need to focus on workshops for librarians. Their workshop calendar is sparse in many areas. An example is the calendar for Internet workshops. Their website shows 7 workshops, but if you look closely they are only offering 1 actual workshop this quarter! Some of the workshops, I can't remember when they actually last offered them! Their workshops are good at helping libraries get started with new technology. But libraries need more than superficial training __ they need IN-DEPTH training to help maintain and use the new technologies that INCOLSA and the State Library have helped us acquire. Most public libraries cannot AFFORD a computer or technology specialist, but INCOLSA workshops do not address anything beyond the BASIC issues and training -- I see this as a real problem! (ID #166 -- Public, Southeast, Medium)
- Provide training and/or updates of new technologies as they affect the libraries. (ID #538 -- School, Southeast, ?)
- Continued programming for professional development. (ID #41 -- Academic, Southeast, Large)
- Provide technology training (ID #196 -- Public, Northwest, Large)
- Continue distance education services (ID #196 -- Public, Northwest, Large)
- Maintain role as provider and promoter of distance education (ID #28 -- Academic, Central, Large)
- Continued training on basics (such as OCLC skills, searching techniques and basic reference skills) as well as training on cutting edge technologies and services. (ID #744 -- Special, Central, Medium)
- Continue to provide workshops in various areas of the state. (ID #560 -- School, Southeast, ?)
- Training in technology software programs and INSPIRE (ID #105 -- Public, Southwest, Medium)
- Evolving user needs and behaviors due to technology and expanded information access (ID #698 -- Special, Southwest, Medium)
- Evolving information professionals roles (ID #698 -- Special, Southwest, Medium)

3. Resource Sharing (InterLibrary Loan and Wheels) -- mentioned by 17 different libraries

- The Wheels delivery service is the best thing that INCOLSA ever did! It would behoove INCOLSA to continue this program. (ID #313 -- Public, Southwest, Medium)
- Keep the Wheels service functioning (or improve). (ID #78 -- Academic, Central, Large)
- Explore speedy document delivery (ID #78 -- Academic, Central, Large)
- Help us evaluate ILL vs. document delivery services (ID #78 -- Academic, Central, Large)
- Resource sharing (ID #343 -- School, Northwest, Small)
- Reference/interlibrary loan services including present "Wheels" service (ID #179 -- Public, Northwest, Large)
- Continue and expand to additional methods document delivery services (ID #82 -- Academic, Northwest, Large)
- Provide cost-effective ILL services and delivery (ID #28 -- Academic, Central, Large)
- Continue the WHEELS delivery system and explore ways to facilitate electronic data transfer of requested periodical materials. (ID #113 -- Public, Northwest, Small)
- Continue to improve in Interlibrary Loan. (ID #560 -- School, Southeast, ?)
- Learn the strengths of individual members for future sharing. (ID #560 -- School, Southeast, ?)
- Also, more specifically document delivery (Wheels). (ID #71 -- Academic, Northeast, Large)
- Interlibrary loan. (ID #156 -- Public, Northwest, Large)
- Renewed and expanded focus upon cooperative approaches to information services and resource sharing within the state as well as across networks. (ID #77 -- Academic, Southwest, Large)
- Interlibrary loan. (ID #105 -- Public, Southwest, Medium)
- Promote needs of libraries for state funding, especially in a time of economic strength for our state when money is available. I would like to see more state funding for Wheels. (ID #3 -- Academic, Northeast, Medium)
- Funding for statewide delivery (ID #280 -- Public, Northeast, Large)
- Keep providing interlibrary loan or online access of full-text documents. (ID #538 -- School, Southeast, ?)
- Resource sharing (ID #41 -- ACADEMIC, SOUTHEAST, LARGE)
- Continuation of support for ILL and Wheels (ID #49 -- Academic, Central, Medium)

4. Technical Support or Guidance -- mentioned by 14 different libraries

- Helping all of us to keep on the cutting edge (ID #84 -- Academic, Northwest, Large)
- Inservice new technologies/services. (ID #343 -- School, Northwest, Small)
- Resource center for technical (automation & networking) guidance (but not technical support of existing computer equipment, networks, etc.) (ID #179 -- Public, Northwest, Large)
- Technology; Software development; Evolving information professionals roles (ID #698 -- Special, Southwest, Medium)
- Providing more technological consulting for smaller libraries (ID #28 -- Academic, Central, Large)
- Continued exploration of new technologies and ways the can help libraries, especially in Indiana. (ID #49 -- Academic, Central, Medium)
- Enhance and expand technical support to member institutions. (ID #77 -- Academic, Southwest, Large)
- Find ways to define the technology needs and vision for all types of libraries (ID #417 -- School, Central, Large)
- Provide consistent reliable technical advice to libraries who do not have access to this within their own organizations. (ID #3 -- Academic, Northeast, Medium)
- Provide automation advice to small libraries such as church and synagogue libraries, historical societies, etc. (ID #3 -- Academic, Northeast, Medium)
- Impact of technology (esp. Internet) on libraries. (ID #538 -- School, Southeast, ?)
- Help libraries plan for the implementation of emerging technologies. (ID #11 -- Academic, Northeast, Large)
- Provide leadership in technology planning (ID #196 -- Public, Northwest, Large)
- Prepare us for "the electronic library" -- managing electronic journals, dealing with online publications, organizing the Internet, deciding whether to keep print titles when electronic ones become available, negotiating and/or getting us involved with electronic storage of journals (e.g. JSTOR), preparing us for the already experienced opinion from our administrations and publics wondering why we have books anymore since "everything" is now on the Internet for free; help us decide among hardware options,

such as networking CD-ROM's vs. Web access, how to make PC's on the web more functional, how IP address patron checks work, what are simultaneous users and how counted, etc. (ID #78 -- Academic, Central, Large)

5. Continuance of OCLC Services -- mentioned by 12 different libraries

- Continued OCLC liaison for training, pass-through payments, users council input, etc. (ID #96 -- Public, Southeast, Large)
- Continue to be the OCLC provider, especially in a time when OCLC is critical in an environment of competing commercial information providers who care little about maintaining quality resources - only the financial bottom line. (ID #84 -- Academic, Northwest, Large)
- Continued partnership with OCLC. (ID #73 -- Academic, Southwest, Large)
- Continue to provide OCLC services, training, connectivity, etc. (ID #668 -- Special, Central, Medium)
- OCLC services affordable for smaller libraries. (ID #179 -- Public, Northwest, Large)
- Continue OCLC services (ID #82 -- Academic, Northwest, Large)
- Continuation of support for ILL, Wheels, and OCLC cataloging activities (ID #49 -- Academic, Central, Medium)
- Improvement in offering OCLC services - more timely responses to customer questions and requests for changes in services or additional services. (ID #176 -- Public, Central, Large)
- Basic services re OCLC should continue, as they form the foundation of our bibliographic database. (ID #122 -- Public, Central, Large)
- Provide more for the small library who doesn't have OCLC. OCLC is always being pushed! There is life without OCLC!! (ID #221 -- Public, Northwest, Medium)
- Continue to provide access and expertise for network resources such as OCLC and INSPIRE. (ID #11 -- Academic, Northeast, Large)
- Continue to offer OCLC service. (ID #196 -- Public, Northwest, Large)
- Promotion of increased, affordable OCLC access for smaller libraries. (ID #28 -- Academic, Central, Large)

6. More Communication or Collaboration among Members and Staff -- mentioned by 9 different libraries

- Communication (esp., of legislative and funding needs) (ID #343 -- School, Northwest, Small)
- INCOLSA must develop better lines of communication both between members & staff, and within its own structure. I do not feel confident that the staff are kept abreast of information they may need. (ID #158 -- Public, Northeast, Large)
- More effort should be spent developing relationships within the organization and staff, between members themselves, and between the executive director and everyone else. (ID #158 -- Public, Northeast, Large)
- More communication by Internet with members. (ID #560 -- School, Southeast, ?)
- Continue to have meetings in northern, central, and southern Indiana to improve attendance (ID #560 -- School, Southeast, ?)
- Also, I feel that we need to continue developing the cohesiveness of the organization as a whole. Due to time and distance constraints, I am often unable to be as active in the organization as I would like to be. There remains a sense of isolation. Admittedly, this has improved over the last couple of years. I would like to see further efforts being made. (ID #422 -- School, Northeast, Small)
- Expand the marketing effort to make sure that all members are made aware of the services available on a regular basis. (ID #417 -- School, Central, Large)
- Enhancing interconnectivity should be the focus of INCOLSA's programs and services in the future. (ID #81 -- Academic, Northwest, Large)
- INCOLSA staff and director need to work together as a team. (ID #221 -- Public, Northwest, Medium)
- Continued efforts by INCOLSA staff and membership to further develop a healthy, collaborative organization. (ID #744 -- Special, Central, Medium)
- Become Indiana's unified voice in the movement toward national cooperation outside the influence of the library of congress. (ID #11 -- Academic, Northeast, Large)

7. Continuance of Cooperative Purchasing -- mentioned by 9 different libraries

- Pursue joint contracts (ID #78 -- Academic, Central, Large)
- Work with library groups to make other group buying deals with OCLC and commercial information providers (ID #84 -- Academic, Northwest, Large)
- Increased focus upon consortial approaches to the purchase of information resources and services. (ID #77 -- Academic, Southwest, Large)
- Continue to provide discount purchasing for materials and supplies (ID #417 -- School, Central, Large)
- Help types of libraries negotiate purchases of databases to enhance INSPIRE and provide the technological solution to provide different options to folks. For example, a patron of Carmel Clay Schools, clicks on INSPIRE, sees the databases the state is providing and sees a button that says other resources. The patron clicks, enters his patron name and id (as in the library system) and is provided access to the other databases. If he doesn't have a library card, he needs to get one. (ID #342 -- School, Central, Large)
- Cooperative projects and purchases (ID #343 -- School, Northwest, Small)
- Cooperative purchasing agreements (ID #105 -- Public, Southwest, Medium)
- Continue to provide cooperative purchasing. (ID #538 -- School, Southeast, ?)
- Database access with large consortial buys beyond INSPIRE (ID #41 -- Academic, Southeast, Large)

8. More Assistance to Small Libraries -- mentioned by 7 different libraries

- Obtaining and improving access to electronic services is fine and appropriate but I feel that INCOLSA is going overboard on accessing everything via the net and by the latest equipment/software. Some of us are using dial access for OCLC and have bad/slow web connection because of company's decision on equipment. Sometimes I feel that INCOLSA is going for the biggest, bestest, fastest and leaving behind the very libraries (small, special, etc.) that they were created to help. (ID #620 -- Special, Central, Small)
- Probably continue to assist smaller libraries that don't have institutional support like academic and school libraries and larger public libraries do. (ID #49 -- Academic, Central, Medium)
- I think INCOLSA is doing better at serving small libraries than I had expected and almost as well as I had hoped when I voted to put our ALSA out of business. (ID #113 -- Public, Northwest, Small)
- INCOLSA must address the issue of the importance of small and medium size libraries to the state. In almost all issues: financial, policy and technology, the academic and large libraries dominate. Services need to be realistically priced so that even small libraries can participate and their constituency may benefit from a library system that benefits all citizens of Indiana. Technology advances need to be available to all size libraries. Policy issues need to include small and medium size libraries. Projects like INSPIRE need to address the libraries that serve not the largest size population, but the populations that would find access impossible except through the local small or medium size libraries. Access to INSPIRE EBSCO databases is not available through all the libraries as had been announced, but all the largest municipal and academic libraries do have access. Our Library is still trying to find out why we do not have access and we are not the only ones inquiring. Situations like the announcement of increases in ILL courier service followed by the distribution of zippered nylon tote bags as advertisement do not impress the members, but causes them to wonder how much less the service would have been without the "promos". INCOLSA Fall and Spring board meetings for two years have been preoccupied by the proposal of a name change for the organization. Both sides are to blame for inappropriate handling of the issue. But, INCOLSA is one of the state's library leadership agencies. Again, INCOLSA must listen to all libraries...all sizes.
  (ID #168 -- Public, Central, Large)
- INCOLSA must offer services, consultation services, programs, equipment to all the state's libraries, regardless of size. In the past few years, government has tried to trim the number of libraries in the state as they did with the schools and consolidating. Unless the state decides to provide free transportation to full service large metropolitan libraries, then the state MUST support the small and medium size libraries. INCOLSA is the mechanism. (ID #168 -- Public, Central, Large)
- Assisting small public libraries and school libraries in lower cost solutions to the continuing library automation needs. (ID #417 -- School, Central, Large)

- I'm sure my perception of INCOLSA is flawed to some degree, but I don't see much benefit (other than INSPIRE) to school libraries. Maybe it's a communications problem rather than a service problem?? (ID #474 -- School, Southwest, Small)

9. Cooperation between Member Libraries -- mentioned by 6 different libraries
- Areas of cooperation among public, academic and school libraries (ID #17 -- Academic, Northeast, Large)
- Explore cooperative collection development (ID #78 -- Academic, Central, Large)
- Lobby for state support for programs that enhance cooperative projects (ID #73 -- Academic, Southwest, Large)
- Cooperative projects (ID #343 -- School, Northwest, Small)
- Encourage academic libraries to explore avenues of cooperation specific to their type of library. (ID #3 -- Academic, Northeast, Medium)
- Facilitate statewide cooperation between all sizes and types of libraries. (ID #11 -- Academic, Northeast, Large)

10. Public Awareness -- mentioned by 5 different libraries

- It would be great if INCOLSA could do more to promote libraries to the public throughout the state. (ID #668 -- Special, Central, Medium)
- Public Awareness (ID #156 -- Public, Northwest, Large)
- To educate the public and lawmakers on the importance and benefits of strong libraries. (ID #516 -- School, Central, Medium)
- Publicizing INCOLSA's services to the public. (ID #280 -- Public, Northeast, Large)
- Promote importance of libraries (information access) to the public. (ID #538 -- School, Southeast, ?)

11. Coperative Cataloging -- mentioned by 5 different libraries

- Participation in the development of a statewide online catalog. (ID #28 -- Academic, Central, Large)
- Actively pursue expanding the union catalog projects, like SHINE, for small libraries while keeping the costs as low as possible. (ID #113 -- Public, Northwest, Small)
- More projects like SHINE are needed. These projects bring schools and at least smaller PLs together. (ID #564 -- School, Northwest, Small)
- Maintain and expand INSPIRE, add the Indiana Union Catalog and allow citizens to request items online and have items sent to them. (ID #342 -- School, Central, Large)
- Support of the broadest cooperative catalog programs. (ID #105 -- Public, Southwest, Medium)

12. Internet Access -- mentioned by 3 different libraries

- Continue to promote Internet accessibility for smaller libraries (ID #28 -- Academic, Central, Large)
- WWW access and development (ID #698 -- Special, Southwest, Medium)
- Though e-rate efforts may help with this - we need to make sure that people across the state have access to the Internet and adequate training to use it. (ID #422 -- School, Northeast, Small)

13. Reference Assistance -- mentioned by 2 different libraries

- Develop virtual specialized reference centers including delivery of documents via fax, e-mail or mail. (ID #342 -- School, Central, Large)
- Reference assistance (ID #105 -- Public, Southwest, Medium)

14. Consulting Services -- mentioned by 2 different libraries

- Consulting libraries, policies and procedures. (ID #156 -- Public, Northwest, Large)
- Continued consultation on resource sharing, cataloging, information access, equipment, etc. The individual consultation is so important. (ID #744 -- Special, Central, Medium)

15. Other Issues

- Provide more services and training for academic libraries as opposed to public and school libraries where past focus has been directed. (ID #78 -- Academic, Central, Large)
- The member liaisons should have their authority and responsibilities enlarged to allow them more freedom to develop programs in their individual areas. (ID #158 -- Public, Northeast, Large)
- There are opportunities for greatness, but more freedom is needed to allow leaders to develop within the organization. Somehow the past needs to be forgiven without being forgotten. We need to find a vision for INCOLSA that can be articulated and 'sold' to Indiana's libraries. (ID #158 -- Public, Northeast, Large)
- Continue to improve and enhance the network service goals (Information access, resource development, network development). (ID #71 -- Academic, Northeast, Large)
- Network services (ID #156 -- Public, Northwest, Large)
- An end to unserved areas in Indiana (ID #258 -- Public, Northeast, ?)
- While I personally recognize the pressures from universities upon the librarians as faculty, I find it odd that public librarians are not viewed as quite the professionals that the academics are. I am a career, professional librarian and expect all the state's library organizations: INCOLSA and ILF to treat all librarians (M.L.S.) as equals and all libraries, regardless of size, as equal in importance to the communities they serve. (ID #168 -- Public, Central, Large)
- I do want to add that I found this survey rather difficult to answer. So many of the questions really did not seem to apply. Many of them seemed to apply more to the State Library than they do INCOLSA. If all of these things the survey asked about are really included in INCOLSA's mandate, perhaps they should not be. Again INCOLSA seems to be doing too wide variety of things. The should define and narrow their mission and perhaps some of these things, such as control of the ALSA's better would be done by the State Library. (ID #166 -- Public, Southeast, Medium)

Appendix D. Data Extracted from Other Reports

Roderer, Nancy K. An Evaluation of the Indiana Network of Cooperative Services: final report. Rockville, MD: King Research, Inc. 1983

Williams, Mary Grcich. *Indiana Library Continuing Education for the 1990's*. Fort Wayne, IN: Tri ALSA. 1992

Mason, Florence M. *A Plan for Indiana Statewide Excellence in Library Services*. Indianapolis: Indiana State Library and Historical Board. 1992

Indiana Long-Range Plan for Library Services and Development: 1991-1996. Indianapolis: Indiana State Library. 1991

Table I
Recommendations of the Evaluation of the Indiana Network of Cooperative Services
Roderer, King Research, Inc., 1983

1. The State Library should immediately initiate a continuous statewide planning process to guide the strategic development and implementation of public library services.

2. The State Library take a lead in planning for statewide library development and for the Indiana Library Network.

3. The current regionally-based system of interlibrary loan and reference with individual library option to go direct should be continued.

4. Development of an online resource sharing database on OCLC is a network priority.

5. Individual libraries with sufficient need and capabilities for supporting information retrieval services should do so, using INCOLSA as appropriate.

6. Clustered circulation systems should be compatible, and initial configurations should, insofar as possible, take into consideration ILL patterns.

7. Current consulting patterns are effective and should be continued.

8. Education and training opportunities should continue to be offered to Indiana librarians by each of the various network components.

9. Current communication patterns should be continued and network components should automatically exchange publications.

10. Statewide library planning and network planning should be identified as priority activities.

11. Building of the current and retrospective Indiana database on OCLC should be continued.

12. Individual libraries should be encouraged to participate in bibliographic utilities and resource libraries should continue to be supported in retrospective conversion activities; libraries should continue to be informed of all available options for their use of OCLC and other full-MARC based systems.

13. INCOLSA should continue to provide IR services appropriate to the needs of individual libraries and ALSAs.

14. ALSA use of OCLC for location information should be increased.

15. All ALSAs should move toward offering access to IR services and promoting availability of this service.

16. ALSAs should move toward offering access to online circulation systems adopted by resource enters.

17. A directory of resource persons should be developed jointly by the ALSAs.

18. The ALSAs should undertake joint planning with results provided to the network planning committee.

Table II
Selected Statements from the Indiana Long-Range Plan for Library Services and Development Pertaining to INCOLSA
Indiana State Library, 1991-1996

*Indiana's libraries will provide convenient and timely access to the materials and information that meet the educational, informational, and personal needs of individuals of all ages and groups of all types.
*Provide community information and referral services in 100 libraries by 1993.
*Twenty-five percent of the libraries in each ALSA will provide at least five of the following services: materials about or related to deafness or hearing impairment; close-captioned videotapes or captioned films; the Red Notebook; staff trained in sign languages or lip reading classes; promotion of service to the deaf community; signed programs; TTY or TDD.
*Continue support of the basic cooperative services of the Area Library Services Authorities and the Indiana Cooperative Library Services Authority.
*Require 95% of all libraries to participate in an ALSA by 1993.
*Provide a statewide system that delivers materials to patrons within 3-5 days.
*Achieve direct access for library users to all libraries through reciprocal borrowing by 1992.
*Assist 150 libraries to begin the long range planning process by 1990 with at least 100 libraries completing five-year plans of service by 1992.
*Extend consultation and guidance to all libraries to assist them in reaching goals of Indiana's long range plan.
*Seek state funding annually to fund basic operations of the Indiana Library and Information Services Network.
*Fund basic statewide cooperative activities for ALSAs, such as interlibrary loan, reference and referral, materials delivery, continuing education and telecommunications.
*Fund basic cooperative activities for INCOLSA, such as linking local libraries to computer networks, training, technical consultation, and group contracts for purchase of equipment and access to commercial databases.
*Provide funding support for the state resource centers in loaning needed materials not available locally to citizens around the state and for reference services necessary to local information and materials.

Table III
Priority One Recommendations for Indiana Library
Continuing Education in the 1990's
Williams, 1992

A. The Indiana State Library should provide facilitative leadership and other resources for a coordinated system of CE planning and delivery in the state, modeled after the Iowa system.
B. The State Library should convene, on a regular basis, staff responsible for CE from the ALSAs, INCOLSA, and the State Library to engage in cooperative planning to meet critical CE needs in the state.
C. The Indiana State Library Advisory Committee's CE Committee should monitor and support the coordinated planning process.
D. It is recommended that CE be elevated in importance within the ALSA network. Ideally, a full-time person in each area should be designated to be responsible for CE.
E. If CE opportunities are going to serve a significant portion of library personnel, all providers should take steps to make sure that, to the extent possible, relevant activities are conducted within a convenient distance of the intended audiences.
F. The State Library should initiate discussions with CE providers, including at minimum CIALSA, INCOLSA, ILF, and the Department of Education, to address the issue of coordinating or integrating and promoting the use of electronic communications networks.
G. Individual CE providers should target sessions better, describe them more precisely, publicize them farther in advance.

Table IV
Priority Two Recommendations for Indiana Library
Continuing Education 1990's
Williams, 1992

A. The State Library should seriously consider establishing a voluntary system of library accreditation and librarian certification, modeled after the Iowa program, which rewards but does not mandate CE participation.
B. The State Library and the ILF through its trustee division should convey to local trustees a sense of the importance of CE and suggest policies or standards in this area.
C. The State Library should reevaluate its current resources for the orientation and training of trustees. At minimum, it should update and redesign its trustee manual.
D. Providers of CE within the library system should avail themselves of training in the areas of adult learning and training techniques.
E. Each of the ALSAs should assume specific responsibility for addressing the CE needs of support staff.
F. Local library directors should not only provide quality inservice for support staff, but whenever possible, support the aspirations of their support staff to attend outside workshops at the library's expense, and to receive tuition for classes toward library certification now that state law permits such.
G. The School of Library and Information Science (IU-SLIS) should, in view of its decision to withdraw its courses from most of the regional campuses, make its programs as accessible as possible by use of telecourses, summer institutes and weekend courses.
H. The state should consider alternatives to requiring the ALA-accredited MLS degree as a basis for its certification track for large libraries if it proves to be impossible for significant numbers to earn the degree.

Table V
Priority Three Recommendations for Indiana Library
Continuing Education in the 1990's
Williams, 1992

A. Providers should place more emphasis on offering smaller, shorter, focused, specialized sessions in which participants can interact with others facing similar problems and situations.
B. A union list of the video holdings of the State Library, ALSAs and others should be created and published, along with descriptions, intended audience, suggestions for use, and quality ratings.
C. Especially as the overall telecommunications capacity of the state improves, pilot the use of interactive telecourses and teleconferences.
D. Library directors should view the education of trustees as a critical and important role, despite the delicacies and pitfalls entailed in educating one's "boss."

Table VI
Recommended Strategies for Cooperative Library Services in Indiana
Mason and Associates. Chapter 3. 1992

1. Conduct a statewide needs assessment study distinguishing among and between three types of needs – the needs of libraries, the needs of users, and the needs of non-users.
2. Initiate a study of the Indiana database including the issue of how non-OCLC users (primarily small public, school and special libraries) can best gain access to the Indiana bibliographic and holdings database currently residing in OCLC as well as how all Indiana residents can gain access to emerging electronic databases and information sources.
3. Initiate a study by the Indiana State Library of the advantages and disadvantages, costs and benefits/liabilities, of consolidating interlibrary loan processing for those libraries that do not have direct access to OCLC.
4. Ensure the State Library is proactive in making connections with the whole library and information community including public, academic, special and school libraries as well as with the Department of Education, SULAN libraries, PALNI libraries, and IHETS.
5. Develop a statewide reciprocal borrowing plan and program, with the leadership of the State Library, for all libraries, which most libraries perceive as beneficial to Indiana residents and fair to them, and then aggressively seek funding for the program.
6. Develop through the Indiana State Library, an examination and plan as to how to appropriately compensate major Indiana in-state net lenders for their contributions to statewide resource sharing.
7. Educate the Indiana library community on the fast changing world of electronic information. This should be a key State Library role.
8. Define clearly the role of the State Library and other library institutions for implementing local library systems for smaller libraries.
9. Centralize, to the extent possible, and after having conducted further analysis of the costs involved, interlibrary loan processing activities and back-up reference and referral services.
10. Facilitate through the State Library, the development of an agreed-upon connectivity strategy between and among type-of-library and regional interconnected networks (SULAN, PALNI) that are developing and will develop, and local automated library systems.
11. Emphasize in planning how to create appropriate telecommunications-based access to electronic information for all Indiana residents.
12. Establish close contact between the Indiana State Library and INCOLSA and IHETS to insure that access to the Internet (and NREN as it emerges) is available to all Indiana residents through their appropriate library access point (academic, public, school or special).

Table VII
Recommended Strategies for Cooperative Library Structure in Indiana
Mason and Associates, Chapter 4, 1992

1. Expand and strengthen the State Library so it can provide greater leadership in supporting local library development and multi-type library cooperation.
2. Ensure the State Library has sufficient staff and financial resources to exercise leadership for statewide planning.
3. Determine whether the State Library's organizational position within state government is the most effective for this agency.
4. Strengthen the function and visibility of the Library Development Division with the State Library.
5. Recognize the Indiana State Library as the appropriate state agency responsible for initiating and managing a statewide planning process. The Indiana library community should insist that the State Library give the highest priority to filling this role.
6. Adopt a consolidated statewide services delivery structure which can provide centralized planning and delivery [of] regional library services.
7. Strengthen the function and visibility of the Library Development Division with the State Library.
8. Maintain INCOLSA as an independent membership-based organization. INCOLSA should retain its independent status as a membership organization but should narrow its mission to focus on serving its membership.
9. Provide contract funds to INCOLSA as appropriate to manage and deliver library programs and services.

Table VIII
Recommended Priorities for INCOLSA/ALSA Services
Mason and Associates. pp. 36-37. 1992

1. Support local library development. All services should be organized to increase the quality of local library service. In cooperation with the State Library develop pilot and test programs to improve the quality and delivery of local library service.
2. Help build a statewide database and access to supplement existing SULAN/OCLC networks.
3. Participate in a coordinated continuing education delivery program which specifies roles for the ALSAs (regional field sites) to deliver regional programs and to host programs developed by other state agencies, but delivered locally.
4. Develop coordinated statewide interlibrary loan and delivery services through fax and contracted delivery services for materials.
5. Coordinate one or two regional offices to serve as statewide reference and information backup and referral centers for libraries needing assistance.
6. Monitor, assist, install and train (with other library agencies) a basic technological platform so that ALSAs can serve as access centers for local libraries into larger state and regional networks and databases.
7. Provide information coordination for school and special libraries in each region so that they may learn about resources, services and collections in each region.
8. Develop demonstration projects to serve those who live in areas unserved by library service.

Table IX
Options for the Organization of Indiana Library Services
Mason and Associates, Chapter 4, 1992

Option 1 Maintain a vertically organized pattern of service
- Alternative 1A Retain the existing structure
- Alternative 1B Current library institutions with strengthened council
- Alternative 1C Existing institutions with centralized funding control

Option 2 Create a strong regional cooperative structure
- Alternative 2A Maintain the status quo
- Alternative 2B Reduce the total number of ALSAs
- Alternative 2C Create a library services office with three divisions
  - a. Automation services
  - b. Resource-sharing services
  - c. Continuing education
- Alternative 2D Create a single statewide ALSA
- Alternative 2E Consolidate the ALSAs with the State Library
- Alternative 2F Consolidate the ALSAs and INCOLSA into a single "super" state public authority
- Alternative 2G Convert the ALSAs to a state resource-sharing structure
- Alternative 2H Collapse the ALSAs and INCOLSA into the State Library

Table X
Recommendations for Indiana State Library Governance, Planning and Funding
Mason and Associates, Chapter 5, 1992

1. Maintain the Indiana Library and Historical Board as the governance body of the Indiana State Library.
2. Begin a planning process, through the State Library, which first develops a state cooperation and resource-sharing plan for public libraries. This plan should be incorporated into the overall statewide plan and should form the basis for the award of LSCA funds for public library projects for Title III grant awards.
3. Urge the State Librarian to view his office as a "bully pulpit" for the advancement of state cooperation and resource-sharing.
4. Designate the State Library as having responsibility for supporting and extending a plan of statewide cooperation and resource-sharing.
5. Establish at the State Library a means to collect statistical and other planning data that supports a statewide planning process for cooperation and resource-sharing.
6. Establish a statistical and planning data-gathering system to collect information regarding progress toward supporting statewide cooperation and resource-sharing goals.
7. Strengthen and revise the Council of Library Automation as an Advisory Body to the Indiana Library and Historical Board on technology and networking matters.
8. Discontinue the Network Coordinating and Long Range Planning ISLAC subcommittees.
9. Establish a new statewide task force. The task force should be modeled on the Pennsylvania Council of Councils, and it should be advisory to the Indiana Library and Historical Board.
10. Charge the task force with preliminary planning for establishing a statewide planning process and provide this body with planning funds.
11. Charge the Council with receiving the recommendations of the task force, for providing long-range planning advice, as well as for oversight for technology standards.
12. Establish minimum standards for ALSA basic services (if they remain independent) which govern distribution of state funds to these agencies.
13. Use library user and citizen user preferences for library services to guide planning for future services through a needs assessment process.
14. Provide that the State Library, and other library institutions receiving more than $200,000 per year in state funds, prepare a program budget each year with desired goals and accomplishments relating to the long-range planning goals established for statewide cooperation and resource-sharing.
15. Develop a single, coordinated annual funding request to the General Assembly.
16. Ensure the State Library takes leadership in determining funding needs and priorities for future library services and statewide planning.
17. Use Federal LSCA dollars for grant projects to stimulate statewide cooperative and resource-sharing planning objectives as a first priority.
18. Provide that INCOLSA prepare a program budget for the use of state funds (if they are appropriated directly) which specifies performance objectives and methods of measuring accomplishments.
19. Begin statewide planning to examine options for new funding for new statewide initiatives and cooperative programs.
20. Include necessary funding and staffing at the State Library as appropriate to carry out state goals for cooperative and resource-sharing programs.